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ABSTRACT

This source book contains listings of resources available for educators in rural settings. This information was gathered from the states of Colorado, Kansas, Missouri, Nebraska, North Dakota, South Dakota and Wyoming, by Colorado State University under contract to McREL. Practices reported involve staff development, academic planning, extra-curricular activities, curriculum, and other areas for improvement of classroom teaching and learning. Programs already in use are described. The target group, school units involved, outside consultants, number and level of students, purposes, anticipated outcomes, activities, evaluation plans and outcomes, and funding sources are listed for each program, as well as the name and address of a contact person for each. National resources for rural educators are listed. Available funding sources for rural education projects and research are given. Exemplary programs and practices included are indexed alphabetically. An annotated subject index is also provided. (DHP)

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Rural School Source Book

Exemplary programs, practices and resources for rural educators

Mary Jaquart
Joe Newlin

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Rural Schools have contributed many important and unique resources to the improvement of the nation. Rural education's success lies within the programs and practice that reflect the unique character or rural communities. Small student groups allow for cross-age tutoring and team learning; low student/teacher ratios allow for individualized attention, direct communication and personalized approaches to the education of our nation's rural youth.

What follows is a sample of promising programs and practices based on these unique characteristics. The information was gathered, under contract to McREL, by Colorado State University from the states of Colorado, Kansas, Missouri, Nebraska, North Dakota, South Dakota, and Wyoming. Practices reported involve staff development, academic planning, extra-curricular activities, curriculum and other areas for improvement of classroom teaching and learning at the elementary, junior high and senior high school levels. In addition, classroom resources for teachers were identified at both state and national levels.

We hope you will find this information useful and will continue sharing your exemplary ideas with us.

Larry Hutchins

Larry Hutchins
Executive Director

Rural School Source Book

Exemplary programs, practices and resources for rural educators

Compiled By:

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Dr. Joe Newlin

Office For Rural Education
School of Occupational & Educational Studies
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TABLE OF CONTENTS

EXEMPLARY PROGRAMS AND PRACTICES IN RURAL SCHOOLS

PAGES

SECTION ONE
Exemplary Programs and Practices In Rural Schools 1-108

SECTION TWO
National and State Resources For Rural Educators 108-163

SECTION THREE
Funding Sources For Rural Educators 164-168

SECTION FOUR
Guidelines For Software Use: Exemplary Programs
and Practices In Rural Schools 169-170

SECTION FIVE
Alphabetical Index of Exemplary Programs and Practices
In Rural Schools 171-176

SECTION SIX
Annotated Subject Area Index of Exemplary Programs
And Practices In Rural Schools 177-187

SECTION SEVEN
State Index Of Exemplary Programs and Practices
In Rural Schools 188-195

ACCESS - GREATER ACCESS TO POSTSECONDARY EDUCATION

Rural youth often face unique barriers that keep them from going to college. In addition, many rural communities are struggling with poor employment conditions, foreclosures and closing businesses. This program is designed to help rural high school students obtain the skills they need to attend college or trade schools, and then to return to work in their home communities. This successful exemplary program has been implemented in Missouri, and is on its way to benefiting other states.

SPECIAL TARGET GROUP: High school students.

SCHOOL UNITS INVOLVED: Secondary school.

POSITION OF DISTRICT EMPLOYEES INVOLVED: Secondary teachers, administrators and counselors.

OUTSIDE CONSUTANTS INVOLVED: Three state and regional level.

NUMBER AND LEVEL OF STUDENTS INVOLVED: 27 school districts; secondary level students.

GENERAL PURPOSE OF PROGRAM: Help prepare rural youth for jobs outside of farming. Provides students with career exploration assistance. Builds and expands guidance/career counseling programs.

OUTCOMES ANTICIPATED: Increase career planning information; raise expectations and increase motivation; assist with preparation for college entrance tests; increase completion of school; provide community support structures and maintain linkage to home community for possible return.

MAJOR ACTIVITIES OR ELEMENTS: Meetings, seminars and workshops for students, school personnel and community; training and information sessions; examination of social and economic trends at local levels.

EVALUATION PLAN: Analysis of postsecondary completion rates/drop out and community return rates.

EVALUATION OUTCOMES TO DATE: Ongoing.

FUNDING SOURCES: $100,000 U.S. Education Department Grant. Approval of $5-million for ACCESS programs in other states by the U.S. House of Representatives, April, 1988.

SERVICES THAT MAY BE PROVIDED TO OTHERS:
For further information, contact:
Daryl Hobbs
Rt. 11, Box 72a
Columbia, MO 65203
(314)882-7396

ADAPTATION FOR TEACHING MULTIPLICATION/DIVISION FACTS

Adaptation for teaching multiplication/division facts is an effort to move from the mundane to the meaningful. Students take a break from routine use of textbooks, and basic multiplication/division concepts are introduced and learned through memorization, drill and applied learning in a variety of individual, team and class uses.

SPECIAL TARGET GROUP: Grade 3.

SCHOOL UNITS INVOLVED: Elementary school.

POSITION OF DISTRICT EMPLOYEES INVOLVED: Classroom Teacher

OUTSIDE CONSULTANTS INVOLVED: None

NUMBER AND LEVEL OF STUDENTS INVOLVED: Approximately 190 Grade 3 students to date.

GENERAL PURPOSE OF PROGRAM: Provide stimulus and motivation for learning the multiplication/division concepts.

OUTCOMES ANTICIPATED: Enthusiasm for learning concepts, maintained level of learning and retention of knowledge increased.

MAJOR ACTIVITIES OR ELEMENTS: Adaptation of sequences for presenting concepts; multiplication/division taught as a related unit rather than separate unit; monotony of textbook format was interrupted.

EVALUATION PLAN: Pretest/Post-test format.

EVALUATION OUTCOMES TO DATE: Multiplication/division concepts learned in shorter time period, higher success level, simple fractions more readily understood than after traditional teaching methods.

FUNDING SOURCES: None

SERVICES THAT MAY BE PROVIDED TO OTHERS:
For further information, contact:
Julia A. Madsen
Aurora Public Schools, District 4-R
Box 212
Hampton, NE 68843
(402)725-3195

ALTERNATIVE LEARNING CENTER

Severe discipline problems are helped in a positive manner by the development of an Alternative Learning Center which also serves as an in-school suspension program. A full time certified teacher provides individualized instruction and counseling to targeted students. The atmosphere is one of genuine concern and assistance rather than negative, or punitive. Classroom teachers in the middle school and high school felt the program to be the cause of the improved classroom climate. Additionally, the drop out rate decreased from the previous year.

SPECIAL TARGET GROUP: Elementary, middle and senior high students with discipline problems.

SCHOOL UNITS INVOLVED: Elementary.

POSITION OF DISTRICT EMPLOYEES INVOLVED: One full-time certified teacher.

OUTSIDE CONSULTANTS INVOLVED: None.

NUMBER AND LEVEL OF STUDENTS INVOLVED: 6 - 12.

GENERAL PURPOSE OF PROGRAM: Provide academic assistance and/or counseling to students with discipline problems.

OUTCOMES ANTICIPATED: Retention, improved grades, increased positive attitudes.

MAJOR ACTIVITIES OR ELEMENTS: Individualized instruction for course material, counseling for personal and interpersonal issues.

EVALUTION PLAN: Student assessment.

EVALUATION OUTCOMES TO DATE: Grade point averages of the students increased and attendance rates of the students increased during the project. Improved classroom climate.

FUNDING SOURCES: $20,740 state funding.

SERVICES THAT MAY BE PROVIDED TO OTHERS:
For further information, contact:
Bryan Knowles
Montgomery Co. R-II
Montgomery City, MO 63361
(314)564-2278

8

ALTERNATIVE TEACHER CERTIFICATION

With many national organizations predicting a teacher shortage in the next decade, alternative teacher certification was field tested to determine usefulness in rural settings where this shortage is thought to have the potential of becoming most acute. The need for such a program was also expressed by districts who noted they were experiencing difficulty attracting applicants for teacher openings; that those hired often left - especially if they had not developed community ties; and that superintendents supported solving the problem locally instead of looking to outside sources.

SPECIAL TARGET GROUP: Individuals with a BA or BS degree in a subject matter that qualified as a Colorado Endorsement area.

SCHOOL UNITS INVOLVED: Secondary teachers in six school districts, in six subject areas.

POSITION OF DISTRICT EMPLOYEES INVOLVED: Eleven participants were trained and worked with 10 school district mentor teachers.

OUTSIDE CONSULTANTS INVOLVED: Five university consultants and one private consultant in assessment center technology.

LEVEL OF STUDENTS INVOLVED: The 11 participants impacted approximately 500 students.

GENERAL PURPOSE OF PROGRAM: To identify, assess, and train individuals with subject matter preparation in place to become rural area classroom teachers.

OUTCOMES ANTICIPATED: Trained teachers will remain in the rural area that is currently their home. As positions become available through retirement and attrition, it is hoped that they will help meet the needs of local districts for quality personnel.

MAJOR ACTIVITIES OR ELEMENTS: Project can be divided into four phases: 1) Needs Assessment Survey; 2) Participant Selection; 3) Participant Training/Mentor Teacher Training, Field Experience; 4) Evaluation.

EVALUATION PLAN: The Northern Colorado Center for Research on Teaching and Learning conducted the evaluation of this project. Components were pre-training ratings; training/course work; pre-field experience ratings; and post field experience ratings.

EVALUATION OUTCOMES TO DATE: Five ATC participants were compared to five traditionally prepared student teachers. The top six performers in this group included five of the ATC Program participants.

FUNDING SOURCES: \$60,500 from Colorado Department of Education 2 + 2 Project for field testing project.

SERVICES THAT MAY BE PROVIDED TO OTHERS: The assessment technology and model for this project could be easily replicated in this or other rural areas where school districts could benefit from locally trained classroom teachers who are unable to return to a college campus for a traditional teacher preparation program that would take one or two years.

For further information, contact:

Sally Brinkema
Northeast Colorado Board of Cooperative Educational Services
P.O. Box 98
Haxtun, CO 80731
(303)774-6152

AMERICAN STUDIES

The American Studies course is a two hour block with two teachers team teaching four days a week and one day filled with specialities including art, music and as many other cultural experiences as can be fit in. The main core of the course is American history and American literature. The American history portion covers America's past from Columbus to Vietnam with a mix of current events. The American literature is a survey of our country's writing from the Mayflower Compact to the 1960's. The two main topics interrelate on a chronological plane.

SPECIAL TARGET GROUP: Advanced Juniors/11th grade.

SCHOOL UNITS INVOLVED: Secondary school.

POSITION OF DISTRICT EMPLOYEES INVOLVED: One English teacher, one Social Studies teacher, one Art teacher, one Music teacher.

OUTSIDE CONSULTANTS INVOLVED: A host of community resources: an Arapahoe tribesman, a banker, a rancher, a lawyer, a museum curator, a minister.

NUMBER AND LEVEL OF STUDENTS INVOLVED: 30 "gifted and talented" 11th grade students.

GENERAL PURPOSE OF PROGRAM: To provide a zestful interrelationship of American literature, history, art and music.

OUTCOMES ANTICIPATED: Better citizens, better informed Americans, more college bound individuals, ultimately a better local community.

MAJOR ACTIVITIES OR ELEMENTS: Variety of experiences and field trips relating to life in past and present America.

EVALUATION PLAN: Individual student records.

EVALUATION OUTCOMES TO DATE: Increase in class enrollment, several students have received scholarships related to American history and literature.

FUNDING SOURCES: Local funding, supplemental grants from state Humanities Council and other private sector sources.

SERVICES THAT MAY BE PROVIDED TO OTHERS:
For further information, contact:
Chuck Powell
109 Circle Dr.
Thermopolis, WY 82443
(307)864-2144

AUTOMATION OF SPECIAL EDUCATION RECORD KEEPING

With the use of the "training of trainer" model, this project offers schools the opportunity to automate selected special education records. Automation of student's IEPs and subsequent reports will streamline the special education reporting process from the local school to the state education agency.

SPECIAL TARGET GROUP: Special Education.

SCHOOL UNITS INVOLVED: 20 schools from Black Hills Coop and Southeast Coop.

POSITION OF DISTRICT EMPLOYEES INVOLVED: Special educators from involved schools.

OUTSIDE CONSULTANTS INVOLVED: One consultant from company who developed the software.

NUMBER AND LEVEL OF STUDENTS INVOLVED: Involves an estimated 3,000 special education records.

GENERAL PURPOSE OF PROGRAM: Streamline and automate the IEP and reporting process for special education.

OUTCOMES ANTICIPATED: All state schools will have automated special education record keeping. Transfer of student data electronically to state agency.

MAJOR ACTIVITIES OR ELEMENTS: Training and implementation of software use.

EVALUATION PLAN: Time lines to measure success in terms of number of sites and teachers trained. Participant evaluation forms to measure success in terms of effectiveness and efficiency.

EVALUATION OUTCOMES TO DATE: Decreased amount of time special educators are using for record keeping. Ongoing.

FUNDING SOURCES: Total cost for 3-year project; $149,250, state education agency commitment $107,750, Coop/local district commitment $41,500.

SERVICES THAT MAY BE PROVIDED TO OTHERS: South Dakota will have a core group of trainers that will be available to other states.

For further information, contact:

Dr. Jim Perry
1830 West Fulton
Rapid City, SD 57702
(602)394-1876

CAREER DEVELOPMENT

Three separate programs aimed at teachers, parents and teens are provided by the NDSU Extension Center for Rural Revitalization. The program for teachers assists with incorporating career decision information into the school curriculum and providing accessible and current career information resources. The program for parents provides assistance in helping their child choose a career. "Are You Ready for the World of Work" provides teens with needed skills to prepare them for the work world as well as balancing their lives.

SPECIAL TARGET GROUP: Teachers, parents and teens.

SCHOOL UNITS INVOLVED: Secondary level.

POSITION OF DISTRICT EMPLOYEES INVOLVED: Not applicable.

OUTSIDE CONSULTANTS INVOLVED: State Extension staff.

NUMBER AND LEVEL OF STUDENTS INVOLVED: Not applicable.

GENERAL PURPOSE OF PROGRAM: Provide career development information and assistance at three levels with the purpose of providing career education to teens.

OUTCOMES ANTICIPATED: Enabling students to make wise career decisions.

MAJOR ACTIVITIES OR ELEMENTS: Workshops are available for small groups or classrooms.

EVALUATION PLAN: Feedback, need for and utilization of program.

EVALUATION OUTCOMES TO DATE: Positive.

FUNDING SOURCES: Supported by various foundations and funding by Section 1440 of the Food Security Act of 1985.

SERVICES THAT MAY BE PROVIDED TO OTHERS:
For further information, contact:
Linda Holm-Peterson
Program Coordinator
RR 2, Box 2
Verona, ND 58490
(701)432-5571

13

CAREER LADDER FOR TEACHERS

The Career Ladder for Teachers plan has been in place since 1983 to allow for career advancement and recognition of outstanding performance by teachers. The Career Ladders involves movement to Senior and Master Level Teacher. Years of service, tenure status and quality of teaching are all involved in movement within the Career Ladder. The plan was developed by a team of teachers and administrators and is monitored by a District Career Ladder Committee.

SPECIAL TARGET GROUP: Teaching staff.

SCHOOL UNITS INVOLVED: All levels.

POSITION OF DISTRICT EMPLOYEES INVOLVED: Approximately 65% of the teaching staff.

OUTSIDE CONSULTANTS INVOVLED: None.

NUMBER AND LEVEL OF STUDENTS INVOLVED: All indirectly.

GENERAL PURPOSE OF PROGRAM: To recognize outstanding performance and allow for career advancement by teachers.

OUTCOMES ANTICIPATED: Retention of outstanding teachers. Greater satisfaction and improved morale among teachers regarding their experience in their chosen profession.

MAJOR ACTIVITIES OR ELEMENTS: Career Ladder Enrollment Plan; annual review of the plan with staff.

EVALUATION PLAN: The plan is monitored by a Distrsict Career Ladder Committee and an annual review is conducted.

EVALUATION OUTCOMES TO DATE: A very positive impact on teachers in the district.

FUNDING SOURCES: Local support, costs increase each year as teachers move up the ladder.

SERVICES THAT MAY BE PROVIDED TO OTHERS:
For further information, contact:
Terry Alley
Archuleta County 50 J
Pagosa Springs, CO 81147
(303)264-2228

CHAPTER 1 - BASIC SKILLS

This Chapter 1 program coordinates all facets of the educational program. Progress reports and two conferences for parents are held twice a year, minicomputers have been introduced to aid learning, early identification of first grade readiness problems and the scheduling of first graders into the program are done during the first month of school. Classroom teachers are willing to modify assignments to aid students with reading problems.

SPECIAL TARGET GROUP: Children below grade level in reading.

SCHOOL UNITS INVOLVED: Grades 1-6.

POSITION OF DISTRICT EMPLOYEES INVOLVED: One teacher.

OUTSIDE CONSULTANTS INVOLVED: Deptartment of Public Instruction.

NUMBER AND LEVEL OF STUDENTS INVOLVED: Approxemately 30 students/year, grades 1-6

GENERAL PURPOSE OF PROGRAM: To provide extra reading help to student in need.

OUTCOMES ANTICIPATED: To raise NCE scores of students involved; to raise reading level.

MAJOR ACTIVITIES OR ELEMENTS: Variety of activities including minicomputers, Alphators, tape recordings.

EVALUATION PLAN: The Individualized Criterion Referenced Test is used in fall and spring to determine NCE scores.

EVALUATIONS OUTCOMES TO DATE: Sustained gains.

FUNDING SOURCES: $29,270 U.S. Government Grant.

SERVICES THAT MAY BE PROVIDED TO OTHERS:
For further information, contact:
Sharon L. Campbell
Box 1188 Hettinger Public Schools
Hettinger, ND 58639
(701)567-4501

CHAPTER 1 LEARNING LAB

The core of this program is prescription learning, a computer managed, multisensory approach to the mastery of individually prescribed skills. Ongoing specific skill assessments, instruction and practice is provided for each student based on individual auditory, visual and/or kinesthetic needs. This lab is supplemental to the basic instruction provided in the classroom. The highly motivational impact of this program on skills retention is of utmost importance. A behavior reward system for the reinforcement of positive behaviors strengthens its motivational aspects.

SPECIAL TARGET GROUP: Grades K-6.

SCHOOL UNITS INVOLVED: Elementary and Middle Schools.

POSITION OF DISTRICT EMPLOYEES INVOLVED: Two lab instructors.

OUTSIDE CONSULTANTS INVOLVED: Two state level consultants.

NUMBER AND LEVEL OF STUDENTS INVOLVED: Approximately 27 students, grades 1-5.

GENERAL PURPOSE OF PROGRAM: Individual reading skills remediation.

OUTCOMES ANTICIPATED: Individual student needs are addressed by a multi-sensory approach to increase skill achievement.

MAJOR ACTIVITIES OR ELEMENTS: The use of computer technology is the major element to continually update and prescribe learning activities to meet the needs of the individual student.

EVALUATION PLAN: Frequent evalution of student mastery of individual skills through hands-on testing on the management computer.

EVALUATION OUTCOMES TO DATE: Increased student involvment together with peer and parent interest.

FUNDING SOURCES: Federal funding.

SERVICES THAT MAY BE PROVIDED TO OTHERS: Materials listing, library book lists, prescription of student skills and other resources.

For further information, contact:

Jocelyn Jurovich and Sylvia Nightengale
Hot Springs County School District No. 1
Thermopolis, WY 82443
(307)864-2500, x68

CHAPTER I MIGRANT EDUCATION PROGRAM
REGULAR YEAR PROGRAM

This program brings several kinds of services to migrant students and their teachers in isolated, rural areas that would not be available otherwise. During the regular school year, the personnel of the Migrant Program coordinate tutorial assistance, inservice programs, materials and family contact services for migrant students and their teachers in rural districts.

SPECIAL TARGET GROUP: Children of migratory farm workers.

SCHOOL UNITS INVOLVED: Local area school districts.

POSITION OF DISTRICT EMPLOYEES INVOLVED: 1 part-time director, 1 full-time resource teacher/resource center facilitator, 1 part-time secretary/records clerk, 1 full-time family contact/parent coordinator, 1 full-time teacher's aide, 7 part-time aids.

OUTSIDE CONSULTANTS INVOLVED: Occasional Colorado Department of Education consultants.

NUMBER AND LEVEL OF STUDENTS INVOLVED: 107 students enrolled K - 12.

GENERAL PURPOSE OF PROGRAM: To identify and meet the specific educational needs of migrant children that cannot be met by the regular school curriculum or by regular Chapter I or ELPA assistance. To assist the migrant child in surviving in a school setting by providing a program that allows each individual to achieve maximum growth.

OUTCOMES ANTICIPATED: Each migrant child in the program will have an opportunity to have a successful school experience by taking them at their level and providing an environment that focuses on them as individuals.

MAJOR ACTIVITIES OR ELEMENTS: Objectives emphasize communication and reading skills, mathematics, and English as a Second Language. A support objective of identification and enrollment exists, which consists of family contact/liaison services. Resource Center provides computers, materials and inservices to teachers and aids migrant children.

EVALUATION PLAN: All children involved are pre- and posttested to determine growth.

EVALUATION OUTCOMES TO DATE: Majority of students receiving both pre- and posttests show evidence of growth in area(s) tested. More specific data available on request.

FUNDING SOURCES: 100% federally funded. This regular year program has been allocated approximately $77,000.00 by the Colorado Department of Education Migrant Unit.

SERVICES THAT MAY BE PROVIDED TO OTHERS: The Migrant Resource Center at the South Platte Valley BOCES has a wealth of materials that are either bilingual or that are easily adapted to an individual's educational plan.

For further information, please contact:

Dr. William Vincze
Mary Michael Montgomery
South Platte Valley BOCES
110 Main St.
Fort Morgan, CO 80701
(303)867-7418

CHAPTER I MIGRANT EDUCATION PROGRAM
SUMMER SCHOOL

This program provides a six to seven week summer school for the children of migrant farm workers who are in the area to work. A full-scale educational program is provided for the students. The program is target-oriented and emphasizes individualization, since students come from widely varying backgrounds and experiences.

SPECIAL TARGET GROUP: Children of migratory farm workers.

SCHOOL UNITS INVOLVED: Migrant students in area districts.

POSITION OF DISTRICT EMPLOYEES INVOLVED: One part-time director, one full-time principal, one full-time secretary/records clerk, one full-time family contact worker, one part-time bookkeeper, four full-time instructors, five full-time teacher aids, one full-time transportation/translation aide, bus drivers, two full-time cooks, one full-time custodian.

OUTSIDE CONSULTANTS INVOLVED: A health team consisting of a nurse, nutritionist, dental hygienist, two dental students and student nurse.

NUMBER AND LEVEL OF STUDENTS INVOLVED: Preschool (ages 3 and 4) through high school; 268 enrolled, 114 attending.

GENERAL PURPOSE OF PROGRAM: Acquisition and use of basic skills; ultimate goal of improved performance during the regular school year.

OUTCOMES ANTICIPATED: Growth as measured through pre- and post-tests.

MAJOR ACTIVITIES OR ELEMENTS: Objectives include increased communication skills, career awareness, English as a Second Language, multicultural education, music, arts, crafts, self-concept, physical education, science, social studies, computer literacy, secondary credit exchange, nutritional, dental and medical services, clothing as needed, parental involvement.

EVALUATION PLAN: Standardized pre- and post-tests are used to determine growth.

EVALUATION OUTCOMES TO DATE: Majority of students receiving both pre- and posttests show evidence of growth in area(s) tested. More specific data available on request.

FUNDING SOURCES: 100% federally funded. Allocation of approximately $51,000.00 by Colorado Department of Education Migrant Unit for summer.

SERVICES THAT MAY BE PROVIDED TO OTHERS: The Migrant Resource Center at the South Platte Valley BOCES has many materials that are either bilingual or that are easily adapted to an individual's educational plan.

For further information, contact:

Dr. William Vincze
Mary Michael Montgomery
South Platte Valley BOCES
110 Main St.
Fort Morgan, CO 80701
(303)867-7418

CHAPTER I MATH

This program's primary emphasis is on building skills and especially building confidence through experiencing success in math. The computer is used extensively for immediate feedback and to aid in holding pupil's interest. Programs are developed as needed to meet individual needs with several district developed math games emphasizing basic math skills used in instruction. As computers were put to use in the program and as they have been used more and more, there has been an increased level of achievement as measured by the pre and post tests.

SPECIAL TARGET GROUP: Math students, grades 2-6.

SCHOOL UNITS INVOLVED: Special Math.

POSITION OF DISTRICT EMPLOYEES INVOLVED: Math teacher.

OUTSIDE CONSULTANTS INVOLVED. None.

NUMBER AND LEVEL OF STUDENTS INVOLVED: 37 students in levels 2-6.

GENERAL PURPOSE OF PROGRAM: To identify and remediate` pupils experiencing difficulties in math.

OUTCOMES ANTICIPATED: Increased math scores.

MAJOR ACTIVITIES OR ELEMENTS: Close screening of participants. Use of computers. Parent involvement. Alternative teaching strategies.

EVALUATION PLAN: Pre and post test scores using the Key Math Diagnostic Test.

EVALUATION OUTCOMES TO DATE: Measured growth in math skills has been consistently two to three times the state average.

FUNDING SOURCES: Completely funded by local school district.

SERVICES THAT MAY BE PROVIDED TO OTHERS: Locally produced computer programs are shared. In-service on Fingermath available. For further information, contact:

Robert Swigart
320 South Chestnut
Douglass, KS 67039
(316)746-2196

CHAPTER I READING

This Chapter I Reading Program provides remediation for students with the goal of reading on grade level by May 1 of each year. This goal is sought through communication and cooperation with parents and classroom teachers, having a child work on his/her grade level and meet success each day, limiting groups to four in first grade and six in other grades, group work from 20-25 minutes each day and having specific goals and objectives for each child in the program.

SPECIAL TARGET GROUP: Grades 1-6 with reading scores below 35th percentile on screening test in fall.

SCHOOL UNITS INVOLVED: Chapter I Reading.

POSITION OF DISTRICT EMPLOYEES INVOLVED: One reading specialist.

OUTSIDE CONSULTANTS INVOLVED: None.

NUMBER AND LEVEL OF STUDENTS INVOLVED: 32 students, grades 1-6.

GENERAL PURPOSE OF PROGRAM: To provide a remediation program for the students so that they will read on grade level or above by May 1 each year.

OUTCOMES ANTICIPATED: An average gain from October to May of 20 NCE points. Seventy percent of children will not need to return the next year.

MAJOR ACTIVITIES OR ELEMENTS: First grade: phonics and sign work instruction. Second grade: basic sight words, phonics, reading fluency. Third grade: oral reading, phonics, comprehension. Fourth, fifth and sixth grades: comprehension and phonics strategies.

EVALUATION PLAN: Evaluation based on gain of NCE points from October to May.

EVALUATION OUTCOME TO DATE: Program participants have scored well above the state average each year in NCE gains.

FUNDING SOURCES: $21,331.00 from federal funds. Local funds added.

SERVICES THAT MAY BE PROVIDED TO OTHERS: Consultation.

For further information, contact:

Robert Swigart
320 South Chestnut
Douglass, KS 67039
(316)746-2196

CHAPTER I READING FOR INDEPENDENT LEARNING

This program received national recognition in its aim to focus on preventing academic failure by providing intensive support to first graders who might otherwise do poorly in reading. Emphasis is placed on individualized instruction with high expectations for student learning and behavior. Student progress is closely monitored for maximum use of academic learning time and for feedback and reinforcement.

SPECIAL TARGET GROUP: Grades 1-6.

SCHOOL UNITS INVOLVED: Elementary School.

POSITION OF DISTRICT EMPLOYEES INVOLVED: One Reading Specialist.

OUTSIDE CONSULTANTS INVOLVED: None.

NUMBER AND LEVEL OF STUDENTS INVOLVED: 29 students, grades 1-6.

GENERAL PURPOSE OF PROGRAM: Help children become independent learners and develop positive attitudes toward reading.

OUTCOMES ANTICIPATED: Annually, students are expected to make an average growth of 5-8 NCE's in the area of supplemental help.

MAJOR ACTIVITIES OR ELEMENTS: Written, oral, visual, manipulative materials, learning games, and audio-visual equipment are used to provide varied activities in order to challenge and stimulate students and provide success.

EVALUATION PLAN: Program evaluation includes student selection procedures, facilities, instructional equipment and materials, inservice activities and instructional effectiveness.

EVALUATION OUTCOMES TO DATE: NCE growth for all Chapter I students in grades 2-6 exceed both state and national norms by a significant degree.

FUNDING SOURCES: $859.47/pupil annually from Chapter I Basic Grant to local educational agency.

SERVICES THAT MAY BE PROVIDED TO OTHERS:
For further information, contact:
Judy Gunderson
200 West High St.
Killdeer, ND 58640
(701)764-5877

CHAPTER I READING PROGRAM

This program addresses the need for quickly identifying and selecting target students on the campus of United Tribes Technical College where parents attend college for one to two years and their children attend elementary school while their parents are enrolled in class. Students are tested and selected to work with the reading teacher daily using a variety of material. The classroom teacher works closely with the reading teacher on objectives developed for the student. This program was selected as exemplary by the BIA.

SPECIAL TARGET GROUP: Grades K-8.

SCHOOL UNITS INVOLVED: Elementary School on the United Tribes Technical College campus.

POSITION OF DISTRICT EMPLOYEES INVOLVED: One full-time Chapter 1 reading teacher and 1 half-time math teacher/coordinator.

OUTSIDE CONSULTANTS INVOLVED: Technical assistance for written Chapter 1 proposal.

NUMBER AND LEVEL OF STUDENTS INVOLVED: Approximately 35 students, grades K-8.

GENERAL PURPOSE OF PROGRAM: To provide supplemental reading help to those identified and selected target students in a small group pullout program.

OUTCOMES ANTICIPATED: Increase of NCE scores, help students enjoy reading and feel good about themselves as a person.

MAJOR ACTIVITIES OR ELEMENTS: Much individual attention and use of a variety of materials: Hoffman series, puppets, games, tapes, records, computer, story writing, simulation, more.

EVALUATION PLAN: Measurement of assignment objectives.

FUNDING SOURCES: $40,000 from the BIA allocation for Chapter 1.

SERVICES THAT MAY BE PROVIDED TO OTHERS: School is open to visitors, presentations and workshops available.

For further information, contact:

Glenna Mueller
3315 University Dr.
Bismarck, ND 58504
(701)255-3285, x306

CHIRP: CHILDREN'S HOME INFANT READING PROGRAM

CHIRP is designed to encourage parents to work with their infant and preschool children in the areas of reading, vocabulary, enjoyment of books, math , science, and values. Materials are disseminated by local schools, the county health nurse and the Welcoming Committee. The local newspapers and radio station made many public service announcements to inform the community and school district patrons of the CHIRP program. The program itself was very inexpensive to begin, yet is believed to be very successful and satisfying for all who have worked on developing CHIRP.

SPECIAL TARGET GROUP: Parents of infants, preschool children and elementary children K-3. Children new to the community are also targeted.

SCHOOL UNITS INVOLVED: Reading, math, science units.

POSITION OF DISTRICT EMPLOYEES INVOLVED: Three administrators, building principal, assistant superintendent, five teachers and two secretaries.

OUTSIDE CONSULTANTS INVOLVED: One outside community college consultant, Houghton-Mifflin representatives.

NUMBER AND LEVEL OF STUDENTS INVOLVED: Approximately 75 preschoolers or newborns have received the CHIRP materials since October 1987.

GENERAL PURPOSE OF PROGRAM: Encourage parental involvement with infant and preschool children in the fields of reading, science and math.

OUTCOMES ANTICIPATED: Improved reading, math and science skills; parental awareness of the important role they play; peaked interest level as young people enter formal schooling.

MAJOR ACTIVITIES OR ELEMENTS: Donations from businesses, dissemination of materials.

EVALUATION PLAN: Annual evaluation as children receiving materials enter school. Parental evaluations.

EVALUATION OUTCOMES TO DATE: Ongoing. Well received to date.

FUNDING SOURCES: Start-up expenses, less than $100.00.

SERVICES THAT MAY BE PROVIDED TO OTHERS:
For further information, contact:
Ken Cannon
Lincoln/McKinley Elementary Schools
803 Valley
Concordia, KS 66901
(913)243-2195

CLOSED CIRCUIT VIDEO MICROSCOPY

Instructional procedures in biology and science related lab experiences are being improved through the use of closed-circuit video microscopy. A video camera is mounted atop a teaching microscope by an adapter, then displayed on a monitor. Lesson programming is included by joining a video cassette recorder to the equipment. Students receiving lab instruction with the closed circuit video mocroscopy are able to experience an unmistakable learning image which aids in better understanding of the concepts presented.

SPECIAL TARGET GROUP: Secondary science students.

SCHOOL UNITS INVOLVED: High school.

POSITION OF DISTRICT EMPLOYEES INVOLVED: High school science teachers.

OUTSIDE CONSULTANTS INVOLVED: None.

NUMBER AND LEVEL OF STUDENTS INVOLVED: 9 - 12 grade students.

GENERAL PURPOSE OF PROGRAM: Improve science instruction through closed circuit video microscopy.

OUTCOMES ANTICIPATED: Increased understanding of concepts taught.

MAJOR ACTIVITIES OR ELEMENTS: Equipment application; instructor training; incorporation of equipment to curriculum.

EVALUATION PLAN: Test score evaluation.

EVALUATION OUTCOMES TO DATE: Students receiving lab instruction with the CCVM demonstrated high class average scores on lab practicals and a shorter length of time to master concepts presented in the practicals when compared to those students whose practicals did not include the CCVM.

FUNDING SOURCES: $2,967 state funding; minimal dollars required to maintain program.

SERVICES THAT MAY BE PROVIDED TO OTHERS:
For further information, contact:
Lee Orth
Branson R-IV
Branson, MO 65616
(417)334-6541

COLLABORATIVE TEAM
DEVELOPMENT IN EARLY CHILDHOOD PRACTICE

An early childhood education team has developed a process model for moving toward an upward articulation of developmentally appropriate practices into the primary grades. Staff development activities have included workshops, visitations, inservice and team meetings where ideas and materials have been shared across levels and disciplines. The goal is to work toward a more child centered, interactive learning approach by all team members who are in contact with young children.

SPECIAL TARGET GROUP: Preschool handicapped through Kindergarten, first, second; and mild to moderate special education programs (Remedial Reading, Speech/Language therapy).

SCHOOL UNITS INVOLVED: Preschool, K-2, special education.

POSITION OF DISTRICT EMPLOYEES INVOLVED: Principal, K-2 teachers, Chapter I reading teachers, special education preschool teacher, resource room teacher, mild-moderate handicapped special education teacher, speech pathologist, psychological assistant.

OUTSIDE CONSULTANTS INVOLVED: Three state level consultants.

NUMBER AND LEVEL OF STUDENTS INVOLVED: All non-handicapped students K-2 (150), preschool handicapped (8), primary special education students (15).

GENERAL PURPOSE OF PROGRAM: Extend developmentally appropriate practices into primary grades.

OUTCOMES ANTICIPATED: Development of a system of curricula delivery that meets a wider range of academic and social needs.

MAJOR ACTIVITIES OR ELEMENTS: Diversified strategies for curricula delivery. Collaborative team planning in curriculum revision.

EVALUATION PLAN: Parent evaluation, CAT scores, student evaluations, long term evaluation.

EVALUATION OUTCOMES TO DATE: Positive, ongoing.

FUNDING SOURCES: CSPD Grant and project visit.

SERVICES THAT MAY BE PROVIDED TO OTHERS: Model site visit, team presentations, currently developing printed and media materials describing curriculum and practice.

For further information, contact:

Pam Handke
Washington Elementary School
1205 South 2nd
Norfolk, NE 68701
(402)371-5821

COMMUNITY AND ISSUE BASED ECONOMIC EDUCATION

Providing relevance and purpose for economic education are the prevailing themes of this project. While comprehension of economic concepts through the use of a traditional economics textbook remains a primary focus in many economics courses, activities were developed to be a valuable supplement to this effort to promote economic literacy. These activities provide a connecting link between the abstractness of the textbook and the reality of the actual world.

SPECIAL TARGET GROUP: High school economics students.

SCHOOL UNITS INVOLVED: High school.

POSITION OF DISTRICT EMPLOYEES INVOLVED: High school economics teacher.

OUTSIDE CONSULTANTS INVOLVED: Community resource people.

NUMBER AND LEVEL OF STUDENTS INVOLVED: High school students enrolled in economics courses.

GENERAL PURPOSE OF PROGRAM: Promote active student involvement to find and process economic data derived from community sources and current economic literature.

OUTCOMES ANTICIPATED: Economic literacy.

MAJOR ACTIVITIES OR ELEMENTS: Article reviews, current event oral presentations, student debates, community research, community resource people, and Economics Education Day.

EVALUATION PLAN: Student achievement, attitude.

EVALUATION OUTCOMES TO DATE: Positive.

FUNDING SOURCES: Within district budget.

SERVICES THAT MAY BE PROVIDED TO OTHERS:
For further information, contact:
Joe Watkins
Grand Island Senior High School
Grand Island NE 68802
(308)381-5950

COMMUNITY RESOURCE TRAINING

The Community Resource Trainer program is designed to deliver vocational services to youth in school districts isolated from urban centers--districts that do not have the resources to provide within a school setting the personnel, facilities, or equipment that are essential for specialized vocational education, offerings traditionally provided to a classroom group of students who have a common career goal. CRT is an individualized program that is "tailor-made" for each student participant and provides, at the same time, instruction, training and experience on a one-to-one, trainer-student basis.

SPECIAL TARGET GROUP: Seniors who wish to expand their high school offerings into a hands-on experience and/or want to take an in depth look at an occupation or occupations.

SCHOOL UNITS INVOLVED: Vocational Department.

POSITION OF DISTRICT EMPLOYEES INVOLVED: Coordinator (1) ...release time of two 50 minute periods.

OUTSIDE CONSULTANTS INVOLVED: Community resources for student placement.

NUMBER AND LEVEL OF STUDENTS INVOLVED: Seniors, 33 in present program.

GENERAL PURPOSE OF PROGRAM: To provide an opportunity to develop skills beyond high school offerings in the field and or explore occupations and determine interest and aptitude.

OUTCOMES ANTICIPATED: Determine student's realistic interest and aptitude for an occupation or training for saleable skills and employment.

MAJOR ACTIVITIES OR ELEMENTS: General exposure to basic work ethics, attitude and behavior plus specific on the job exposure.

EVALUATION PLAN: Placement of students in program.

EVALUATION OUTCOMES TO DATE: Many students have been employed immediately or gone on for postgraduate training.

FUNDING SOURCES: District teaching salary and travel for coordination. Students are not paid.

SERVICES THAT MAY BE PROVIDED TO OTHERS: Consultation and copies of forms used to administer and evaluate program.

For further information, contact:

Margie Blanchard
821 S. 6th
Thermopolis, WY 82443
(307)864-3169

COMPUTER ASSISTED DRAFTING

This program typifies the radical changes taking place in computer graphics. Computer Assisted Drafting is a design system which utilizes a personal computer rather than a pen and drafting board to create and edit drawings. It is important that students learn CAD as it is and will be the standard for most drafting and design applications. Student use and interest is guaranteed. This program has had a positive affect on both school and community.

SPECIAL TARGET GROUP: Drafting, architectural, and pre-engineering students.

SCHOOL UNITS INVOLVED: Vocational Department.

POSITION OF DISTRICT EMPLOYEES: CAD teachers (2).

OUTSIDE CONSULTANTS INVOLVED: Two private computer consultants.

NUMBER AND LEVEL OF STUDENTS INVOLVED: Over 100 7th-12th graders.

GENERAL PURPOSE OF PROGRAM: Enhance present drafting and related programs, afford students opportunities to participate in present as well as future technologies.

OUTCOMES ANTICIPATED: Increased exposure, opportunities, interest, participation and enthusiasm.

MAJOR ACTIVITIES OR ELEMENTS: Learn concepts and techniques of CAD, application of traditional knowledge through projects created with CAD.

EVALUATION PLAN: Program evaluated by student interest, program growth, carry over in continued education.

EVALUATION OUTCOMES TO DATE: High student interest, pursuit of related programs in postsecondary education.

FUNDING SOURCES: Initial funding through federal grant, school funded remainder of program ($4,000-$20,000).

SERVICES THAT MAY BE PROVIDED TO OTHERS: Will share support and various applications with other school districts.

For further information, contact:

Bob Pickering
331 Park
Thermopolis, WY 82443
(307)864-2144

COMPUTER ASSISTED INSTRUCTION

Computers and computer assisted instruction are an integral part of support services for rural schools. Core curriculum subjects can be supported by computer programs that can be adapted to the individual needs of each student. Students at all levels are exposed to and benefit from the use of computers, and the staff is assisted in making teaching more efficient and effective through specific course applications.

SPECIAL TARGET GROUP: All students K-6.

SCHOOL UNITS INVOLVED: All grades K-6.

POSITION OF DISTRICT EMPLOYEES INVOLVED: Classroom teachers (4), Secretary (1), principal (1).

OUTSIDE CONSULTANTS INVOLVED: Two software consultants.

NUMBER AND LEVEL OF STUDENTS INVOLVED: K (6), 1-2 (14), 3-4 (13), 5-6 (10).

GENERAL PURPOSE OF PROGRAM: To assist and supplement classroom instruction with computer use; to give students a functional knowledge of computers.

OUTCOMES ANTICIPATED: Increased achievement in areas of need; use of higher level thinking skills; improved monitoring of student progress.

MAJOR ACTIVITIES OR ELEMENTS: Computer use by teacher and students. Computer lab consists of 12 Apple IIe computers, 7 Apple Imagewriter printers and numerous programs.

EVALUATION PLAN: Test scores and mastery of objectives.

EVALUATION OUTCOMES TO DATE: Ongoing.

FUNDING SOURCES: State grant.

SERVICES THAT MAY BE PROVIDED TO OTHERS: Test question banks and much of the programming can be purchased from Campbell County School District. Alternatives would include time-sharing, or writing programs.

For further information, contact:

George Mathes
4-J School
2830 A South Hwy. 50
Gillette WY 82716
(307)682-3076

COMPUTER CURRICULUM

This program begins to meet the challenge of computer education by an appropriate instructional guide which interfaces with the designated curricula areas. It is the believed that the computer assisted instruction will enhance and greatly strengthen all curricula areas.

MAJOR TARGET GROUP: Total student/teacher computer curricula (grades 1-4).

SCHOOL UNITS INVOLVED: Elementary school, grades 1-4.

POSITION OF DISTRICT EMPLOYEES INVOLVED: Teachers (19).

OUTSIDE CONSULTANTS INVOLVED: None.

NUMBER AND LEVEL OF STUDENTS INVOLVED: 439 total students, grades 1-4.

GENERAL PURPOSE OF PROGRAM: Awareness of computer/computer assisted instruction and computer literacy.

OUTCOMES ANTICIPATED: Involving students at an early age in technology that will be a part of their future.

MAJOR ACTIVITIES OR ELEMENTS: Relating principles of math, reading and social studies to beginning computer concepts providing introduction and reinforcement. Teaching finger placement and beginning typing skills and word processing through creative writing. Teaching basic programming with LOGO.

EVALUATION PLAN: Evaluation sheets completed by teachers at conclusion of each unit.

EVALUATION OUTCOMES TO DATE: Revisions for improvement and new software.

FUNDING SOURCES: Parent Teacher Club purchased 13 computers (approximately $13,000). Additional allocations from School Board.

SERVICES THAT MAY BE PROVIDED TO OTHERS: Program available for purchase (cost of printing) to other schools. Inservice.
For further information, contact:

Terry McGreevy
315 S. Rose Hill Rd.
Rose Hill, KS 67133
(316)776-2142

COMPUTER CURRICULUM IN THE CLASSROOM

The purpose of this class is to have the student complete a full data processing project. When students have completed the introductory and median curriculum, they are rewarded with special projects using personal interviews, record layouts, programming, flowchart, file designs, screen and report layouts and editing techniques. The student is given project parameters. Some students' programs are on the market for other schools to use.

SPECIAL TARGET GROUP: Grades 7-12, students with an interest in computers.

SCHOOL UNITS INVOLVED: Computer Department.

POSITION OF DISTRICT EMPLOYEES INVOLVED: Three persons as department head, advisor and assistant.

OUTSIDE CONSULTANTS INVOLVED: Three computer firms have provided input.

NUMBER AND LEVEL OF STUDENTS INVOLVED: Approximately 47 students, grades 7-12.

GENERAL PURPOSE OF THE PROGRAM: To provide a highly technological approach for student-created computer programs.

OUTCOMES ANTICIPATED: Student constructed computer programs to assist in daily operation of the school, office and records.

MAJOR ACTIVITIES OR ELEMENTS: Students have been involved with producing and marketing computer programs in history, business systems, athletic game stats, library resources and school materials inventory.

EVALUATION PLAN: Review of programs.

EVALUATION OUTCOMES TO DATE: Several schools have received programs and provided positive feedback.

FUNDING SOURCES: $15,000 original costs provided by Chapter II funds and local funds.

SERVICES THAT MAY BE PROVIDED TO OTHERS: Information about and marketing of computer programs.

For further information, contact:

Paul Rothenheber
P.O. Box 66
Alexander, ND 58831
(701)828-3334

COMPUTER EDUCATION THROUGH PRACTICAL APPLICATION

This program is implemented in all levels of computer classes. To simply learn how software work is of little practical value, due to the fact that new software packages are created daily. Students are required to use software packages to perform a function of value in different subject matters. The students initially learn software packages through the discovery method using the actual manuals that come with the software. Knowledge of the process of learning to work software is stressed.

SPECIAL TARGET GROUP: Program involves grade 9-12, honor roll though Learning Disabled.

SCHOOL UNITS INVOLVED: High School Business Department.

POSITION OF DISTRICT EMPLOYEES: High School Computer Teacher (1).

OUTSIDE CONSULTANTS INVOLVED: None.

NUMBER AND LEVEL OF STUDENTS INVOLVED: Approximately 89 students, grades 9-12.

GENERAL PURPOSE OF PROGRAM: Program introduces students to the thought processes involved in using application software to perform projects for personal use based on classroom knowledge.

OUTCOMES ANTICIPATED: Students will use what they learn in class and apply it to "real" life situations.

MAJOR ACTIVITIES OR ELEMENTS: The major areas of practical application word processors, spreadsheets, DataBase, programming and communication.

EVALUATION PLAN: Based on effectiveness of student projects and student use of computer upon completion of class.

EVALUATION OUTCOMES TO DATE: Increased class enrollment. Follow up on class completers ongoing.

FUNDING SOURCES: School funding.

SERVICES THAT MAY BE PROVIDED TO OTHERS: Classroom observation of the process.

For further information, contact:

Rick Vancleeve
1345 Amoretti
Thermopolis, WY 82443
(307)864-2331

COMPUTER GENERATED WORKSHEETS

Education requires that students be given a wide variety of challenging homework problems. Many hours are spent typing homework assignments and duplicating them for class use. Because students receive identical copies, it is difficult to tell "who did the work" and who just copied. Computer generated homework worksheets help to alleviate this and other problems by utilizing a simple BASIC program which could be implemented on any one of a wide variety of computers.

SPECIAL TARGET GROUP: High School Chemistry and Physics students.

SCHOOL UNITS INVOLVED: Chemistry and Physics Area.

POSITION OF DISTRICT EMPLOYEES INVOLVED: Chemistry and Physics teacher (1).

OUTSIDE CONSULTANTS INVOLVED: None.

NUMBER AND LEVEL OF STUDENTS INVOLVED: All students enrolled in Chemistry and/or Physics.

GENERAL PURPOSE OF THE PROGRAM: Produce a printout of problems with solutions covering class topics. Every time the program is executed, a new set of problems and answers result.

OUTCOMES ANTICIPATED: New attitude of learning the processes needed to solve problems. "How'd ya get it?" replaces "What ya' get?"

MAJOR ACTIVITIES OR ELEMENTS: Students execute program and are provided with customized homework worksheets with answers provided to the problems to be solved.

EVALUATION PLAN: Classroom experiences.

EVALUATION OUTCOMES TO DATE: Ongoing, many classroom benefits.

SERVICES THAT MAY BE PROVIDED TO OTHERS:
For further information, contact:
Steve Zeliff
Minden High School
Minden, NE 68959
(308)832-2254

COMPUTER MANAGED INSTRUCTION: MATH

This Computer Managed Instruction math program is designed to help each child master the grade level objectives which have been established by the school district. The process followed is dependent upon each child's individual needs and individual rates of learning. Each child has the opportunity to learn each objective at his/her own rate, whether a fast or slow learner. Math objectives are taught and retaught until the math objective is mastered.

SPECIAL TARGET GROUP: Math curriculum, grades 3-6.

SCHOOL UNITS INVOLVED: Math Department.

POSITION OF DISTRICT EMPLOYEES: Teachers (3), Principal (1).

OUTSIDE CONSULTANTS INVOLVED: District math facilitator.

NUMBER AND LEVEL OF STUDENTS INVOLVED: 3rd grade (9), 4th grade (4), 5th grade (5), 6th grade (5).

GENERAL PURPOSE OF PROGRAM: To improve the students' mastery of district math objectives.

OUTCOMES ANTICIPATED: Improved student math achievement.

MAJOR ACTIVITIES OR ELEMENTS: Teaching followed by testing, retesting until the objective is mastered.

EVALUATION PLAN: Comparison of student, classroom, school and district pre- and posttest scores.

EVALUATION OUTCOMES TO DATE: Dramatic improvement reflected in test scores.

SERVICES THAT MAY BE PROVIDED TO OTHERS: Tested computer bank questions which may be applicable to other math programs.

For further information, contact:

George Mathes
4-J School
2830 A South Hwy. 50
Gillette, WY 82716
(307)682-3076

COOPERATIVE LEARNING

Cooperative learning techniques are certainly not new. In fact, well over 1,000 research studies are extant which deal with the topic...some of them dating to the late 1880's. However, it seems that either the previous training has been inadequate (without appropriate follow-up), or now is the time to regenerate interest and increase emphasis on cooperative learning with a greater focus on awareness, training and follow-up. Effective training is now available for staff development in the area of cooperative learning strategies. Workshops concentrate on the strategies for setting up cooperation in the classroom and teaching cooperative skills.

SPECIAL TARGET GROUP: Teachers, K-12.

SCHOOL UNITS INVOLVED: Any level.

POSITION OF DISTRICT EMPLOYEES INVOLVED: General staff.

OUTSIDE CONSULTANTS INVOLVED: One private consultant.

NUMBER AND LEVEL OF STUDENTS INVOLVED: Not applicable.

GENERAL PURPOSE OF PROGRAM: Provide awareness, training and follow-up for teaching staff for incorporating cooperative learning strategies in the classroom.

OUTCOMES ANTICIPATED: Learning outcomes promoted by cooperative learning include higher achievement and increased retention, greater use of higher level reasoning strategies and critical thinking, greater intrinsic motivation, more positive attitudes, greater empathy for others, higher self esteem, more.

MAJOR ACTIVITIES OR ELEMENTS: Three daylong workshops. Preparation of staff development personnel to conduct follow-up sessions for participants. Also available are further in depth, extended training and follow-ups.

EVALUATION PLAN: Continued interest and involvement in cooperative learning within state.

EVALUATION OUTCOMES TO DATE: Continuing support, training and follow-up. Informal clearinghouse for networking.

FUNDING SOURCES: $3,750.00 from Nebraska State Comprehensive System of Personnel Development.

SERVICES THAT MAY BE PROVIDED TO OTHERS: Networking, training program information, training, information on cooperative learning.

For further information, contact:

Marge Curtis
Educational Service Unit #14
Box 77
Sidney, NE 69162
(308)254-4677

COUPON CALCULATION: A COMMUNITY CO-OP

To motivate students in math curriculum, the idea of taking math concepts to real life activity was developed. Stores were contacted for support. Groups of five students took shopping lists provided by individual senior citizens, used coupons for purchasing and delivered groceries once a week for 12 weeks. Students calculated savings from week to week. Both students and patrons benefited from the generosity, sincerity and added appreciation by each group.

SPECIAL TARGET GROUP: Grade 5 students and senior citizens.

SCHOOL UNITS INVOLVED: Grade 5 students during math curriculum.

POSITION OF DISTRICT EMPLOYEES INVOLVED: One grade 5 teacher and elementary administrator.

OUTSIDE CONSULTANTS INVOLVED: Two store managers and senior citizen high rise (40 people).

NUMBER AND LEVEL OF STUDENT INVOLVED: 25 students, grade 5.

GENERAL PURPOSE OF PROGRAM: Increase math skills, use of coupon savings for life skill, help senior citizens as community project.

OUTCOMES ANTICIPATED: Increased understanding of math facts using coupon impact on grocery savings. Better understanding of difficulties senior citizens have shopping.

MAJOR ACTIVITIES OR ELEMENTS: Use of newspaper, learn concept of calculating coupon savings, layout of grocery store, discussion of social amenities, consideration of generation gap and process of helping the elderly.

EVALUATION PLAN: Increase math fact accuracy, calculation of purchased items before checkout, verbal feedback from senior citizens.

EVALUATION OUTCOMES TO DATE: Student excitement, increased use and knowledge of newspaper coupons and shopping skills, respect of limitations on elderly.

FUNDING SOURCES: Use of school van for shopping, stores provision of double coupons and an additional 10% discount to senior citizens.

SERVICES THAT MAY BE PROVIDED TO OTHERS:
For further information, contact:
Larry Breedlove
3130 North 122nd St.
Kansas City, KS 66109
(913)721-1243

CRIMINAL JUSTICE CLASS

Perceptions of the real world for many students comes from television viewing of programs such as Miami Vice and Hill Street Blues. Ideas related to the police, prosecution and the courts by students often reflects their ignorance, which could prove costly should they ever experience an encounter with the criminal justice system. The High School Criminal Justice Class addresses the areas of law, justice, crime and constitutional rights of the individual. A similar course could be created in any school curriculum.

SPECIAL TARGET GROUP: Senior high school students.

SCHOOL UNITS INVOLVED: Social Studies.

POSITION OF DISTRICT EMPLOYEES INVOLVED: One American Government Instructor.

OUTSIDE CONSULTANTS INVOLVED: None (Guest speakers optional).

NUMBER AND LEVEL OF STUDENTS INVOLVED: Approximately 350 11th & 12th grade students to date.

GENERAL PURPOSE OF PROGRAM: Program creates an elective course in the high school social studies curriculum which examines issues of law, justice and crime in the U.S..

OUTCOMES ANTICIPATED: Increased knowledge/awareness of criminal justice. Additional sections requested.

MAJOR ACTIVITIES OR ELEMENTS: Review of available research; personal interviews; travel to centers of information.

EVALUATION PLAN: On going, monitoring student reaction through anonymous student evaluation forms.

EVALUATION OUTCOMES TO DATE: Course offerings increased from one section to three sections.

FUNDING SOURCES: Variable. No text is used, reproduction costs.

SERVICES THAT MAY BE PROVIDED TO OTHERS:

For specific topic outline, key handouts and materials requests:

Lee Weber
South Sioux City School District
3301 G Street
South Sioux City, NE 68776
(402)494-2433

CURRICULAR ACCOUNTABILITY

This program provides a measure of assessing the effectiveness of the curriculum in place and time of implementation. Using the CAT-E test, teachers devise individual education plans for each student based on the areas of strength and weakness based on the 34 individual criterion referred items. Areas of relative weakness, e.g. math computation, receive special emphasis by individual teachers with excellent results. This program provides an educational growth tracking mechanism for all students as well as data to assess the general curricular effectiveness.

SPECIAL TARGET GROUP: All students grades K-10.

SCHOOL UNITS INVOLVED: Elementary, Junior and Senior High Schools.

POSITION OF DISTRICT EMPLOYEES INVOLVED: Administrators (3), Counselors (2), Elementary Teachers (7), Secondary Teachers (15).

OUTSIDE CONSULTANTS INVOLVED: None.

NUMBER AND LEVEL OF STUDENTS INVOLVED: 353 students, grades K-10.

GENERAL PURPOSE OF PROGRAM: Provide teacher and community feedback on the effectiveness of curriculum programs and innovations.

OUTCOMES ANTICIPATED: Increased parental involvement, increased general public understanding of curricular decisions made, better public relations, improved test scores, major curriculum changes.

MAJOR ACTIVITIES OR ELEMENTS: Annual testing using the CAT-E. General publication of class average scores. Individual tracking of each student's progress.

EVALUATION PLAN: Use of test scores, public reaction to school program.

EVALUATION OUTCOMES TO DATE: Dramatic increase in positive public reaction to schools, increased parental involvement and understanding of child's capabilities, increased staff morale, improved test scores.

FUNDING SOURCES: $5,000 general fund.

SERVICES THAT MAY BE PROVIDED TO OTHERS: Overview of program, computer software, staff inservice.

For further information, contact:
David Scraper
P.O. Box 218
Conway Springs, KS 67031
(316)456-2961

DAY CARE PROGRAM

This program works toward meeting the needs of the severe and profound handicapped child. The program meets every school day and there is a four week summer session. Axillary services include speech and physical therapy.

SPECIAL TARGET GROUP: Severe and profound handicapped preschoolers.

SCHOOL UNITS INVOLVED: Platte School District/Mid-Central Multi-Service Cooperative.

POSITION OF DISTRICT EMPLOYEES INVOLVED: One special education teacher and one speech therapist.

OUTSIDE CONSULTANTS INVOLVED: Two state level consultants.

NUMBER AND LEVEL OF STUDENT INVOLVED: Three, ages 7 through 12.

GENERAL PURPOSE OF PROGRAM: Meet the special needs of local severe/profound handicapped.

OUTCOMES ANTICIPATED: Long term placement.

MAJOR ACTIVITIES OR ELEMENTS: Stimulation, gross motor/physical development and feeding.

EVALUATION PLAN: Placement in appropriate program for the severe/profound handicap.

EVALUATION OUTCOMES TO DATE: Ongoing through continuous monitoring of needs, staff development and personnel.

FUNDING SOURCES: Local funding.

SERVICES THAT MAY BE PROVIDED TO OTHERS:

For further information, contact:
Keith Grunert, Director
Mid-Central Multi-Service Cooperative
P.O. Box 218
Platte, SD 57369
(605)377-2636

DISTANCE LEARNING PROJECT

Students in rural educational settings may not have the opportunity to participate in extended college preparation courses or foreign language courses. Through telecommunication systems and satellite services, rural curricula and programming can be enhanced to meet the many diverse needs of advanced or college bound students. Courses taught via satellite service have included German Language, Physics, Trigonometry and Pre-Calculus. This program is offered in cooperation with Oklahoma State University (OSU).

SPECIAL TARGET GROUP: College bound and academically able students.

SCHOOL UNITS INVOLVED: Secondary school.

POSITION OF DISTRICT EMPLOYEES INVOLVED: Principal, counselor, teachers.

OUTSIDE CONSULTANTS INVOLVED: State level consultants, OSU faculty.

MAJOR ACTIVITIES OR ELEMENTS: Telecommunication systems use; coordination of student schedules and programming; course participation by students.

EVLAUTION PLAN: Comparison of North Dakota and Missouri schools input variables, student success and AASTG scores for German courses.

EVALUATION OUTCOMES TO DATE: Ongoing formal evaluation.

FUNDING SOURCES: Local district support, incentive grant program to start first and second year programming.

SERVICES THAT MAY BE PROVIDED TO OTHERS: Information available related to evaluation of program, use and implementation consultation.

For further inforamtion, contact:

Vicki Hobbs
Rt. 11, Box 72A
Columbus, MO 65203
(314)882-7396

EARLY RETIREMENT PLAN

This plan provides a monetary incentive for the early retirement of employees. A one time payment ranging from 40% at age 55 to 4% at age 62 and beyond is paid on the final annual salary of retiring employees. The final salary is the employees basic salary, not including compensation for coaching or sponsorship of extra-curricular activities. The employee requesting early retirement must have been employed by the district for at least 15 consecutive years.

SPECIAL TARGET GROUP: School district employees.

SCHOOL UNITS INVOLVED: All levels.

POSITION OF DISTRICT EMPLOYEES INVOLVED: All employees employed by district for at least 15 consecutive years.

OUTSIDE CONSULTANTS INVOLVED: None.

NUMBER AND LEVEL OF STUDENTS INVOLVED: All indirectly.

GENERAL PURPOSE OF PROGRAM: To provide a monetary incentive for the early retirement of employees.

OUTCOMES ANTICIPATED: An overall monetary savings which could then be used to increase salaries of remaining employees.

MAJOR ACTIVITIES OR ELEMENTS: Plan developed and implemented.

EVALUATION PLAN: Budget considerations.

EVALUATION OUTCOMES TO DATE: From early retirement of employees, savings have occurred resulting in larger raises for remaining employees.

FUNDING SOURCES: Internal.

SERVICES THAT MAY BE PROVIDED TO OTHERS:
For further information, contact:
Terry Alley
Archuleta County 50 J
Pagosa Springs, CO 81147
(303) 264-2228

EDUCATION RESIDENTS IN KINDERGARTEN

Educational residents assist full time kindergarten master teachers with children in half day kindergarten sessions. A resident is an elementary certified teacher working toward a graduate degree in education. The program is in cooperation with a nearby university, and the resident receives graduate credit.

SPECIAL TARGET GROUP: Kindergarten students; teachers earning a masters degree.

SCHOOL UNITS INVOLVED: Elementary school.

POSITION OF DISTRICT EMPLOYEES INVOLVED: Master kindergarten teachers.

OUTSIDE CONSULTANTS INVOLVED: None.

NUMBER AND LEVEL OF STUDENTS INVOLVED: Approximately 115 kindergarten students.

GENERAL PURPOSE OF PROGRAM: Provide additional assistance in the kindergarten classroom while earning graduate credit for resident teachers.

OUTCOMES ANTICIPATED: Increased student learning.

MAJOR ACTIVITIES OR ELEMENTS: Participation of education residents in kindergarten teaching for graduate credit; modeling of good teacher skills by master teachers; increased student-teacher ratios.

EVALUATION PLAN: Student test score gains.

FUNDING SOURCES: $20,740 state funding for education resident salaries and benefits.

SERVICES THAT MAY BE PROVIDED TO OTHERS:
For further information, contact:
Mr. Dana Sharp
Maryville R-II
Maryville, MO 64468
(816)562-3244

EDUCATIONAL PLAN OF SERVICE

The Miami/Yoder School District initiated and developed the Educational Plan of Service as an orientation tool for the community and new district employees. The Educational Plan of Service provides a basis for budget adoption, allows for systematic input, creates knowledge and awareness of the school and district mission, creates a focus on priorities and provides a basis for determining accountability.

SPECIAL TARGET GROUP: All school personnel.

SCHOOL UNITS INVOLVED: Provided for all academic units.

OUTSIDE CONSULTANTS INVOLVED: None.

NUMBER AND LEVEL OF STUDENTS INVOLVED: Students are not directly involved but do have indirect input through district Accountability Committee.

GENERAL PURPOSE OF PROGRAM: Provides a document, available to all community constituents, detailing current district priorities, philosophy, goals and course offerings. Provides comprehensive view of district's academic orientation.

OUTCOMES ANTICIPATED: Program provides a systematic process for initiating change and improvement. It is a way to list, evaluate and implement a sound academic program. Provides means for discussion, debate and suggestion.

MAJOR ACTIVITIES OR ELEMENTS: Goals, priorities, projected enrollment, program description by grade, course offerings and descriptions, special program descriptions, student activities plan, school calendar.

EVALUATION PLAN: Program is formally evaluated by use of survey administered to parents, teachers and students.

EVALUATION OUTCOMES TO DATE: Ongoing.

FUNDING SOURCES: Faculty convene at school meetings to complete this process.

SERVICES THAT MAY BE PROVIDED TO OTHERS:
For further information, contact:
Diane Hyde
Miami/Yoder School District, 60JT
Route 1
Rush, CO 80833

ELEMENTARY ART PROGRAM

This elementary art program runs on an eight day schedule. Four days are spent in each elementary school providing one instructor the necessary time to schedule some 38 different classrooms. Class periods last 60 minutes and the rotation begins again at the completion of the eight days. The content involves all areas of art...drawing, painting, sculpture, clay, print-making, textiles and mixed media to name a few. By offering a wide variety of materials and media, the students will be exposed to many different art activities.

SPECIAL TARGET GROUP: Elementary students.

SCHOOL UNITS INVOLVED: Elementary Art Department.

POSITION OF DISTRICT EMPLOYEES INVOLVED: Elementary art teacher (1).

OUTSIDE CONSULTANTS INVOLVED: None.

NUMBER AND LEVEL OF STUDENTS INVOLVED: 1,000 students, 1st-5th grades.

GENERAL PURPOSE OF PROGRAM: Develop skills in seeing, thinking and creating so that a child can relate to all areas of the world around them.

OUTCOMES ANTICIPATED: 1) Identify/demonstrate techniques associated with all art mediums; 2) Be exposed to career opportunities in field of art; 3) Maintain level of imagination that expresses students' ability to think creatively; 4) Understand and be exposed to the important role art plays in reflecting society's ideas, culture and advancement; 5) Know elements of design and demonstrate/evaluate them; 6) Develop problem solving skills; 7) Experience personal feeling of positive self-concept from creation of an art form.

MAJOR ACTIVITIES OR ELEMENTS: Variety of projects using a variety of art media.

EVALUATION PLAN: Objective exposure checklist.

EVALUATION OUTCOMES TO DATE: Positive.

FUNDING SOURCES: Title IV B grant money.

SERVICES THAT MAY BE PROVIDED TO OTHERS:
For further information, contact:

Mr. Duane Rector
Eugene Ware School
900 E. Third
Fort Scott, KS 66701
(316)223-3380

Dr. Rick Werling
Winfield Scott School
10th and Eddy
Fort Scott, KS 66701
(316)223-0450

ELEMENTARY MEDIA CENTER

The Elementary Media Program consists of a computer lab with 20 computers and a library center with 5,000 volumes. The Media Center is staffed with a half-time professional media instructor, a three-fourths time media assistant and a three-fourths time Grandparent sponsored by the Foster Grandparent Program. Students are taught library and computer skills in grades K-4, with computer skills based on K-4 grade level objectives. Students are in the media center on a scheduled classroom participation of one time per week. The Media Center believes that they are a public relations program for providing material for both students and teachers as quickly as possible. Promotion of learning by using computers, books, audio visual material and equipment that aid classroom instruction or learning experiences for the students is the goal.

SPECIAL TARGET GROUP: Students K-4.

SCHOOL UNITS INVOLVED: Elementary Media Center.

POSITION OF DISTRICT EMPLOYEES INVOLVED: Professional media instructor/half-time (1), media assistant/three-quarter time (1).

OUTSIDE CONSULTANTS INVOLVED: Community Public Library if needed.

OUTCOMES ANTICIPATED: For students to find the needed resources and for staff to deliver or aid helping find materials.

MAJOR ACTIVITIES OR ELEMENTS: Students are in the Media Center on a scheduled classroom participation. Computer lab use on small/large group basis.

EVALUATION PLAN: Monitor increased usage.

EVALUATION OUTCOMES TO DATE: Increased daily use.

FUNDING SOURCES: School district budget.

SERVICES THAT MAY BE PROVIDED TO OTHERS:
For further information, contact:
Greta Chapman
Ralph Witters Elementary School
215 Springview
Thermopolis, WY 82443
(307)864-2500, Extension 67

ELEMENTARY SCHOOL CLIMATE CONTROL

The elementary school climate control committee is really two committees working together to achieve the same goal. That goal is to promote and provide an atmosphere that is special for the students and staff. The "Student Pride" committee works on activities centered around the students. The L.O.S.T. (Love Our Staff Team) committee deals with facilitating a positive working environment for all members of the staff. Both committees plan activities to help foster a sense of togetherness and pride in ourselves and the school.

SPECIAL TARGET GROUP: "Student Pride" targets all students K-4. "L.O.S.T." targets all employees of the elementary school.

SCHOOL UNITS INVOLVED: All students in grades K-4, staff and support staff.

POSITION OF DISTRICT EMPLOYEES INVOLVED: "L.O.S.T." involves 10 staff members and "Student Pride" involves 7 staff members.

OUTSIDE CONSULTANTS INVOLVED: Elementary Principal, various community members and Board of Education.

MAJOR ACTIVITIES OR ELEMENTS: Poster contest, food drive, T-shirt and pennant sales, special days, assemblies, other activities.

EVALUATION PLAN: Participation and verbal feedback along with a student suggestion box.

EVALUATION OUTCOMES TO DATE: Positive feedback, increased student, staff and community involvement, administration cooperation.

FUNDING SOURCES: Board of Education contribution of $800.00.

SERVICES THAT MAY BE PROVIDED TO OTHERS:
For further information, contact:
Cynthia Stout
Rose Hill Elementary
Rose Hill, KS 67133
(316)776-2142

ELEMENTARY SCIENCES

This program is a dynamic interchange among children, objects, and teachers. It allows children to observe, question openly, and respond honestly as they perceive, infer, make decisions, create experimental designs and question results. The teachers play the role of facilitator and catalyst to help children focus on open-ended questions and identify inferences from first hand, hands-on experiences. The unifying, problem-solving model and questioning techniques taught to the teacher in inservice give teachers confidence and an ability to be creative.

SPECIAL TARGET GROUP: Science teachers and students grade K-6.

SCHOOL UNITS INVOLVED: Science units, K-6.

POSITION OF DISTRICT EMPLOYEES INVOLVED: Science teachers.

OUTSIDE CONSULTANTS INVOLVED: None.

NUMBER AND LEVEL OF STUDENT INVOLVED: All K-6 students.

GENERAL PURPOSE OF PROGRAM: 1) To involve students' hands and minds in the problem-solving processes of science including creative thinking skills; 2) to give teachers a model involving students in this way.

OUTCOMES ANTICIPATED: Students have greater ability to think inductively with higher level thinking skills and ACT scores to increase.

MAJOR ACTIVITIES OR ELEMENTS: Variety of activities.

EVALUATION PLAN: Each unit is evaluated by process skills and content.

EVALUATION OUTCOMES TO DATE: Excellent.

FUNDING SOURCES: Local funds.

SERVICES THAT MAY BE PROVIDED TO OTHERS: Teacher inservice, curriculum guides.

For further information, contact:

Betty Holderread
Santa Fe Middle School
Newton KS 67114
(316)283-4330

EMPLOYABILITY SKILLS AND CAREER AWARENESS

This program aims to better inform and acquaint students on the value of education and what it takes to get and maintain a job in today's world. Personalized activities are incorporated to provide meaningful and applicable experience.

SPECIAL TARGET GROUP: Grades 7-12.

SCHOOL UNITS INVOLVED: Intermediate and High School.

POSITION OF DISTRICT EMPLOYEES INVOLVED: One full-time and 2 part-time instructors.

OUTSIDE CONSULTANTS INVOLVED: Guest speakers and community resources, Education - Business Council.

NUMBER AND LEVEL OF STUDENTS INVOLVED: Approximately 470 students, grades 7 - 12.

GENERAL PURPOSE OF PROGRAM: Prepare students with transition and employability skills for world of work.

OUTCOMES ANTICIPATED: Increased awareness and understanding on student's part in relation to the value of education in getting a job in today's world.

MAJOR ACTIVITIES OR ELEMENTS: Students meet with advisor 3-4 times/year during lunch period. Students complete and develop own personal folder with the understanding of its value for securing a job in the future. Folders are examined by advisor at end of school year.

EVALUATION PLAN: Monitor student use of portfolios in employment situations. Poll local employers in regard to student use and reactions.

EVALUATION OUTCOMES TO DATE: Positive reactions from community...involvement by local chapter, Chamber of Commerce.

FUNDING SOURCES: Initial source and amount: Colorado Department of Education - $1,000. Current maintenance: 1 hour release time and $500 Chapter II Colorado Department of Education funds.

SERVICES THAT MAY BE PROVIDED TO OTHERS: On-site observation, resource person to travel and assist in similar program development and implementation.

For further information, contact:

D.L. Salberg
Lake County R-1
L.C.H.S.
West 4th and Washington
Leadville, CO 80461
(303)486-1156

ENHANCING THE CURRICULUM THROUGH LONG-DISTANCE LEARNING

The STAR Network (TI-In) allows this school district to offer Foreign Language and other courses that would not have been practical on an individual school basis. The courses are offered twice daily for ease of scheduling and are open to all students. One Carnegie unit for completion of the course is offered. About 50% of the student body accessed these courses in the first year to satisfy their Foreign Language needs.

SPECIAL TARGET GROUP: Students grades 7-12.

SCHOOL UNITS INVOLVED: High School Foreign Language, Math, Social Science and English.

POSITION OF DISTRICT EMPLOYEES INVOLVED: 1 administrator, 5 staff.

OUTSIDE CONSULTANTS INVOLVED: Deptartment of Public Instruction of ND, McREL of Denver, TI - In of Texas.

NUMBER AND LEVEL OF STUDENTS INVOLVED: Approximately 47 students in grades 7-12.

GENERAL PURPOSE OF PROGRAM: To provide courses in Foreign Language and other honors classes at an acceptable low-cost.

OUTCOMES ANTICIPATED: Students will be able to complete 2 years of a Foreign Language or have the opportunity to take courses in advanced study.

MAJOR ACTIVITIES OR ELEMENTS: Students access a Foreign Language (Spanish, French, German) at a school based site from satellite instruction.

EVALUATION PLAN: Student improvement.

EVALUATION OUTCOMES TO DATE: Ongoing.

FUNDING SOURCES: Local district and state matching funds of $8,275.00.

SERVICES THAT MAY BE PROVIDED TO OTHERS: Staff development, student enhancement and special documentaries made available.
For further information, contact:

Reid Straabe
P.O. Box 66
Alexander, ND 58831
(701)828-3334

ENTRY YEAR ASSISTANCE PROGRAM

The Entry Year Assistance Program provides the entry year teacher with technical assistance to insure their first year of teaching is a successful and productive one both for the teacher and also the students that will be impacted by the teacher's presence. Technical assistance is provided by a mentor teacher, administrator and consultant. The mentor teacher for each individual school district was selected from their peers and a pool of volunteers who would like to serve in the capacity of a mentor teacher.

SPECIAL TARGET GROUP: Administrators, mentor teachers, and teachers with no teaching experience.

SCHOOL UNITS INVOLVED: Various school districts participated.

POSITION OF DISTRICT EMPLOYEES INVOLVED: Administrators, teachers, and entry year teachers.

OUTSIDE CONSULTANTS INVOLVED: One state level consultant.

NUMBER AND LEVEL OF STUDENTS INVOLVED: Varies...those with entry year teachers.

GENERAL PURPOSE OF PROGRAM: To provide entry year teachers with support and guidance thorugh their first year; to provide training in a strong instructional model for the school team.

OUTCOMES ANTICIPATED: Success for new teachers and development of a school support system.

MAJOR ACTIVITIES OR ELEMENTS: Four day training in an instructional model for school team; training in observational skills for mentor teachers; follow up by consultant.

EVALUATION PLAN: Year-end evaluation

EVALUATION OUTCOMES TO DATE: Three year success; program is now continuing with entry teachers into their second year.

FUNDING SOURCES: $20,000 from tax levy over a six county area.

SERVICES THAT MAY BE PROVIDED TO OTHERS: Sharing of model and technical assistance to interested schools.

For further information, contact:

Jerry Gronewold
Educational Service Unit #11
P.O. Box 485
815 4th Ave.
Holdrege, NE 68949
(308)995-6585

EXEMPLARY EDUCATIONAL GRANT SYSTEM

Staff development has been a link to rural educational success due to the effort toward expanding and refining existing teaching skills. Ongoing conversations between rural schools up to 100 miles apart have led to staff development opportunities as the result of identification of identical individual needs among the school's teachers.

SPECIAL TARGET GROUP: Teachers K-12.

SCHOOL UNITS INVOLVED: Entire system.

POSITION OF DISTRICT EMPLOYEES INVOLVED: Total - 42.

OUTSIDE CONSULTANTS INVOLVED: None.

NUMBER AND LEVEL OF STUDENTS INVOLVED: All students, indirectly.

GENERAL PURPOSE OF PROGRAM: Keep teachers updated and at the cutting edge of educational developments.

OUTCOMES ANTICIPATED: Updated enthusiastic teachers who are motivated to continue to strive for excellence in education.

MAJOR ACTIVITIES OR ELEMENTS: Variety of activities, workshops, training and equipment/material acquisitions to increase teaching effectiveness.

EVALUATION PLAN: Outside site visits and monitoring of graduate hours beyond bachelor degree.

EVALUATION OUTCOMES TO DATE: Teacher average of 36 graduate hours.

FUNDING SOURCES: Local funds, contributions, Chapter 11.

SERVICES THAT MAY BE PROVIDED TO OTHERS:
For further information, contact:
Ronald Stammen
Box G, Divide County School District #1
Crosby ND 58730
(701)965-6313

FRIDAY ACTIVITIES

Preparation for Friday Activities begins six weeeks before actual student involvement. Teachers choose an area of expertise that they would like to share with the students. This could range from teaching beginning skiing to calligraphy. These areas are then compiled into a pamphlet which is distributed to the students. The students, with the help of their parents, make their choices. The program runs for four consecutive Fridays. Students are highly motivated to do their best academically so they can be rewarded with this special opportunity.

SPECIAL TARGET GROUP: Intermediate school students.

SCHOOL UNITS INVOLVED: Intermediate school.

POSITION OF DISTRICT EMPLOYEES INVOLVED: Principals, counselor, secretaries, aides, teachers, bus drivers.

OUTSIDE CONSULTANTS INVOLVED: None.

NUMBER AND LEVEL OF STUDENTS INVOLVED: Approximately 488 students, 3rd-8th grade.

GENERAL PURPOSE OF PROGRAM: To give each student the opportunity to learn one or more new activities to develop their leisure time. To give students the opportunity to interact with a variety of teachers and different age levels of students.

OUTCOMES ANTICIPATED: Develop positive feelings toward meeting new challenges, building self-esteem by learning new skills, develop social skills.

MAJOR ACTIVITIES OR ELEMENTS: Activities have included: swimming, roller skating, skiing, ice fishing, calligraphy, bowling, first aid, computers, archery, model building, chess, knitting, cooking, stained glass, origami, baton, electronics, law enforcement, more.

EVALUATION PLAN: Student, teacher and parent evaluations, feedback from accountability committee.

EVALUATION OUTCOMES TO DATE: Very positive.

FUNDING SOURCES: Minimal district funding, some student costs.

SERVICES THAT MAY BE PROVIDED TO OTHERS:

For further information, contact:
Kate Bradley
Lake County Intermediate School
Leadville, CO 80461
(303)486-2565

FROM ANDREW COUNTY TO THE ARTIC

Imagine field trips to the North Pole, the far reaches of Africa, across the continent. Hands-on activities incorporating Bloom's taxonomy, field trips and speakers are motivating third grade students to improve their map skills and to expand their concept of geographic space. In addition, practical application of geography in unrelated daily activities was an unexpected result of the project.

SPECIAL TARGET GROUP: Third grade students.

SCHOOL UNITS INVOLVED: Elementary school.

POSITION OF DISTRICT EMPLOYEES INVOLVED: Elementary teachers.

OUTSIDE CONSULTANTS INVOLVED: Guest speakers from community.

NUMBER AND LEVEL OF STUDENTS INVOLVED: Third grade students.

GENERAL PURPOSE OF PROGRAM: Integrate resources to add interest and increase learning in geography.

OUTCOMES ANTICIPATED: Increased map skills and gain in geographical concepts.

MAJOR ACTIVITIES OR ELEMENTS: Field trips, guest speakers, hands-on activities.

EVALUATION PLAN: Test score evaluation; map skill evaluation.

EVALUTION OUTCOMES TO DATE: Student test scores showed dramatic gain in functional map skills. Application of geographical concepts in daily activities.

FUNDING SOURCES: $3,049 state funding.

SERVICES THAT MAY BE PROVIDED TO OTHERS:
For further information. contact:
Trudi Kepner,
Savannah R-III
Savannah, MO 64485
(816)324-3144

GIFTED AND TALENTED PROGRAM
S.T.R.I.V.E (K-4); R.E.A.P. (5-8); G/T (9-12)

The Gifted and Talented Program is a consorted effort on the part of parents, students, teachers and administrators to provide the optimum learning environment to students of outstanding potential within the limitations of a rural district. The main focus of the program is students with high academic potential, although the program is not exclusively limited to these students.

SPECIAL TARGET GROUP: Students who show outstanding potential in academic achievement, leadership, problem solving and/or creative productive thinking skills.

SCHOOL UNITS INVOLVED: K-12.

POSITION OF DISTRICT EMPLOYEES INVOLVED: One gifted and talented coordinator.

OUTSIDE CONSULTANTS INVOLVED: Two program consultants and eight mentors.

NUMBER AND LEVEL OF STUDENTS INVOLVED: STRIVE (K-4) serves 46 students, REAP (5-8) serves 52 students, and the 9-12 program (being developed) serves 31 students.

GENERAL PURPOSE OF PROGRAM: Provide programming and enrichment activities to meet the special needs of the gifted and talented student.

OUTCOMES ANTICIPATED: The student will be able to utilize higher levels of critical thinking; develop research and communication skills; develop/maintain self-image; expand imagination and creativity.

MAJOR ACTIVITIES OR ELEMENTS: Pullout program, after school enrichment program, computer use, individual study, in class continuation, a variety of teaching strategies.

EVALUATION PLAN: Yearly evaluation with input from parents, students, classroom teachers, and the gifted and talented coordinator.

EVALUATION OUTCOMES TO DATE: Favorable endorsement/support by all.

FUNDING SOURCES: Approximately $20,000/year includes salary and equipment. Primary funding source is school district. Private funds provides $400/year.

SERVICES THAT MAY BE PROVIDED TO OTHERS: Program information about screening, procedures, testing, evaluation, etc.

For further information, contact:
Margo Miller, Coordinator
RE-6J
2600 Rose Ave.
Burlington, CO 80807
(303)346-8166

HEADS UP
HIGHER EDUCATION AMONG DIVERSIFIED SCHOOLS

Rural education has been frustrated by an inability to provide access to advanced level coursework to college bound high school students. Heads Up recognizes this need for the development of systems of delivery for such specialized coursework to students with special abilities and interests through this model program. Cooperation with neighbor districts and dual usage of facilities and instructors is addressed.

SPECIAL TARGET GROUP: Advanced placed juniors and seniors.

SCHOOL UNITS INVOLVED: High School.

POSITION OF DISTRICT EMPLOYEES INVOLVED: None.

OUTSIDE CONSULTANTS INVOLVED: None.

NUMBER AND LEVEL OF STUDENTS INVOLVED: Ten juniors and seniors each year.

GENERAL PURPOSE OF PROGRAM: To provide access to advanced placement to students.

OUTCOMES ANTICIPATED: Delivery of college coursework to high school advanced placement students.

MAJOR ACTIVITIES OR ELEMENTS: Block course organization pattern for evening classes. In-school laboratory - one period/day.

EVALUATION PLAN: Surveys of the various involved interest groups conducted at the close of each semester.

EVALUATION OUTCOMES TO DATE: Overall success.

FUNDING SOURCES: Expense to students: tuition and materials. Expense to district: facility expense, instructor costs, etc. are paid by the college. (Provides excellent return for students and districts.)

SERVICES THAT MAY BE PROVIDED TO OTHERS: Information/advise available as to how to proceed with a similar program.

For more information, contact:

Dr. Bill Nelson
Superintendent of Schools
Otis School District R-3
Otis, CO 80743
(303)246-3413

HELP ONE STUDENT TO SUCCEED

Students in grades 2-7 spend 20 minutes per day working with a high school student or adult tutor on reading skills. The procedure is for students to practice a skill, test the skill, and then rework the skill if necessary. The one-to-one tutoring structure is an ideal setting for providing feedback and reinforcement to students. Daily work and skill tests are corrected immediately after the student has finished work. Regular teachers confer daily about student progress, and parents receive feedback at regularly scheduled conferences.

SPECIAL TARGET GROUP: Grades 2-7, Chapter 1 students.

SCHOOL UNITS INVOLVED: Chapter 1 classroom.

POSITION OF DISTRICT EMPLOYEES: One HOSTS teacher and one aid.

OUTSIDE CONSULTANTS INVOLVED: None.

NUMBER AND LEVEL OF STUDENTS INVOLVED: Varies each year.

GENERAL PURPOSE OF PROGRAM: To improve the reading ability of the students to their reading level.

OUTCOMES ANTICIPATED: Improvement of reading to grade level of student.

MAJOR ACTIVITIES OR ELEMENTS: Word cards, phonetic analysis, structural analysis, vocabulary, comprehension and study skills, oral reading, reading games.

EVALUATION PLAN: Stanford achievement test results.

EVALUATION OUTCOMES TO DATE: Reading advancement.

FUNDING SOURCES: ESEA Title 1 and Chapter 1.

SERVICES THAT MAY BE PROVIDED TO OTHERS:
For further information, contact:
Nancy W. Kaseman
11th St. So., P.O. Box 247
Wisheck, ND 58495
(701)452-2892

HIGH SCHOOL ART

Often, rural towns are void of practicing graphic artists/professional sign painters and fine artists. Because of this situation, the town has learned over the last five years to use the high school art department as a sign painter/illustrator, graphic artist, and for other related art projects. The school has learned to reach art students through various vocationally oriented set projects throughout the school and community. In addition, art history and art disciplines are stressed.

MAJOR TARGET GROUP: General school population.

SCHOOL UNITS INVOLVED: Fine Arts Department, Art I/Art II/Art III/Art Media.

POSITION OF DISTRICT EMPLOYEES INVOLVED: Three art instructors (K-4/K-8/9-12).

OUTSIDE CONSULTANTS INVOLVED: At least four college professors/local artists and historians.

NUMBER AND LEVEL OF STUDENTS INVOLVED: Grades 9-12.

GENERAL PURPOSE OF PROGRAM: To teach graphics/fine arts in a rural setting. Ties town and school to a unifying goal of art appreciation.

OUTCOMES ANTICIPATED: Students wanting to produce very high quality projects, physically and verbally.

MAJOR ACTIVITIES OR ELEMENTS: All school art show, state high school art symposium, individual advanced art student shows.

EVALUATION PLAN: School Improvement Model.

EVALUATION OUTCOMES TO DATE: Program has been built from approximately 15 high school students to 78 in five years.

FUNDING SOURCES: $5,000 annually for supplies from general fund.

SERVICES THAT MAY BE PROVIDED TO OTHERS:
For further information, contact,
Jack Cabre
Box 215
Thermopolis, WY 82443
(307)864-3537

HIGH SCHOOL RESOURCE ROOM
PEER TUTORING PROGRAM

This program brings together a wide variety of special students in a comfortable, distraction free setting where they can receive the necessary assistance and guidance as they pursue individualized goals. One is struck by the combination of academic pursuit and family-like support as one observes the students, teachers, administrators and peers working together. The greatest compliment to this program comes from the students themselves who have stated: "My life had never been so good before" and "I don't feel different when I go there."

SPECIAL TARGET GROUP: TMH, EMH, ED, LD, VI students.

SCHOOL UNITS INVOLVED: Special Education, English, Science, Math, Vocational Education.

POSITION OF DISTRICT EMPLOYEES INVOLVED: Special Education Director and Teachers, Superintendent, Principal, Faculty, 2 full-time aids, cooks, janitors, school counselor.

OUTSIDE CONSULTANTS INVOLVED: Two state level consultants.

NUMBER AND LEVEL OF STUDENTS INVOLVED: Approximately 25 students, grades 7-12.

GENERAL PURPOSE OF PROGRAM: To provide free appropriate education to handicapped students in the least restricted environment.

OUTCOMES ANTICIPATED: Minimum amount of stigma to the handicapped; maximum amount of integration with peers (non-handicapped as well as handicapped) and community.

MAJOR ACTIVITIES OR ELEMENTS: Training in skill areas needed for life after high school. Examples: survival skills, self help skills, vocational skills, etc..

EVALUATION PLAN: Deptartment of Public Instruction monitoring process, evaluation reports by staff involved, progress and IEP outcomes.

EVALUATION OUTCOMES TO DATE: Successful.

FUNDING SOURCES: Local: $23,167.89; State: $15,162; Federal: $3,661.

SERVICES THAT MAY BE PROVIDED TO OTHERS: Model to small rural schools.

For further information, contact:

Jenette Nelson
Box 1059
Stanley, ND 58784
(701)628-2007

60

I'M IN CHARGE

When children reach the ages of ten and eleven, many families consider self-care. Many are concerned with the welfare of children as they make the transition from supervised care to self-care. "I'm in Charge" helps families make informed decisions about self-care and to prevent unhealthy home-alone situations. "I'm in Charge" materials can be incorporated into curricula.

SPECIAL TARGET GROUP: Families with children 10 years and older.

SCHOOL UNITS INVOLVED: Upper primary and middle school.

POSITION OF DISTRICT EMPLOYEES INVOLVED: Teachers.

OUTSIDE CONSULTANTS INVOLVED: One program leader.

NUMBER AND LEVEL OF STUDENTS INVOLVED: Students grade 4 and up.

GENERAL PURPOSE OF PROGRAM: For parents and children to explore possibilities for self-care.

OUTCOMES ANTICIPATED: Decision-making concerning self-care; strong foundations for self-care settings to ensure that self-care is effective care.

MAJOR ACTIVITIES OR ELEMENTS: Seminars for parents and children, discussion and practice of personal safety skills, problem solving skills and home rules.

EVALUATION PLAN: Feedback.

EVALUATION OUTCOMES TO DATE: Positive.

FUNDING SOURCES: Sponsored in Colorado by Colorado PTA, 9KUSA, Rose Medical Center, Colorado Crime Prevention Association. Sponsored in Kansas by the Kansas Committee for Prevention of Child Abuse.

SERVICES THAT MAY BE PROVIDED TO OTHERS: Community programs, workplace seminars, program leader training, "I'm in Charge" Workbook.

For further information, contact:

I'm in Charge
7251 West 38th Ave.
Wheat Ridge, CO 80033
(303)422-KIDS

IMPROVING STUDENT COMPOSITION SKILLS BY STUDYING NEBRASKA AUTHORS

Most English teachers know that good composition assignments often come from the study of good literature. Most English teachers also know that it is a constant (albeit exciting) challenge to make literature relevant, interesting, and stimulating. This unit of study has a surprising appeal to students, while providing several opportunities for meaningful composition assignments. Of primary importance to teachers wanting to use such a unit is positive attitude. The teacher must believe that their state has produced world-class authors. Students believe that Johnny Carson and other popular figures are giants in their fields; these students' teachers must convince them that their state's authors are also worthy of study.

SPECIAL TARGET GROUP: Sophomore English students.

SCHOOL UNITS INVOLVED: High School English.

POSITION OF DISTRICT EMPLOYEES INVOLVED: English teachers.

OUTSIDE CONSULTANTS INVOLVED: Guest speakers.

NUMBER AND LEVEL OF STUDENTS INVOLVED: All sophomore level English students.

GENERAL PURPOSE OF THE PROGRAM: Inspire and provide meaningful composition assignments.

OUTCOMES ANTICIPATED: Increased interest in composition and increased composition skills.

MAJOR ACTIVITIES OR ELEMENTS: Sampling of works from state authors, study of authors' lives, interviews, guest speakers, composition assignments with specific goals.

EVALUATION PLAN: Student written work.

EVALUATION OUTCOMES TO DATE: Program growth in five years, positive student feedback.

FUNDING SOURCES: Most materials available at little or no cost.

SERVICES THAT MAY BE PROVIDED TO OTHERS:

For further information, contact:

Steve Shively
Beatrice Senior High School
Beatrice, NE 68458
(402)223-1515

62

IMPROVING WRITING SKILLS BY PUBLISHING

Low achieving sixth grade students' writing skills are being targeted for improvement by authoring and publishing their own books. Students write and illustrate stories that are then put into book format for sharing within the classroom, with lower grades and at home. A microcomputer with graphics and word processing software assists students in the writing, illustrating and publishing tasks. Students feel proud about their accomplishments.

SPECIAL TARGET GROUP: Low achieving students.

SCHOOL UNITS INVOLVED: Elementary school.

POSITION OF DISTRICT EMPLOYEES INVOLVED: Elementary teachers.

OUTSIDE CONSULTANTS INVOLVED: None.

NUMBER AND LEVEL OF STUDENTS INVOLVED: Grade 6, low achieving students.

GENERAL PURPOSE OF PROGRAM: Increase writing skills and positive attitudes toward writing.

OUTCOMES ANTICIPATED: Increased writing skills.

MAJOR ACTIVITIES OR ELEMENTS: Story writing with microcomputer.

EVALUATION PLAN: Evaluation of language skills.

EVALUTION OUTCOMES TO DATE: The language skills of the low achieving students improved while student computer time increased. Student self confidence and oral language awareness increased because of the program.

FUNDING SOURCES: $3,953 state funding.

SERVICES THAT MAY BE PROVIDED TO OTHERS:
For further information, contact:
Linda Lemon
Warsaw R-IX
Warsaw, MO 65355
(816)438-5965

INCREASING PARENT PARTICIPATION

Parents are given an opportunity to participate in the education of students who are assigned to a behavior disordered self-contained classroom. Parents are being trained in behavior management, effective parenting, and are serving as parent helpers in school-related activities. The goal is parent education to assist the students in being mainstreamed into the regular classroom. Most students are able to be successfully mainstreamed and many become able to receive all of their academic instruction in regular classrooms. Parents demonstrated better parenting skills by identifying several alternatives to solving a particular behavior problem.

SPECIAL TARGET GROUP: Behavior disordered self-contained classrooms.

SCHOOL UNITS INVOLVED: Middle school.

POSITION OF DISTRICT EMPLOYEES INVOLVED: EBD teacher.

OUTSIDE CONSULTANTS INVOLVED: None.

NUMBER AND LEVEL OF STUDENTS INVOLVED: Grades 6-8; number varies.

GENERAL PURPOSE OF PROGRAM: Parent education to assist students in being mainstreamed into the regular classroom.

OUTCOMES ANTICIPATED: Increased mainstreaming of students.

MAJOR ACTIVITIES OR ELEMENTS: Parent education; parent participation in the classroom.

EVALUTION PLAN: Monitoring of students and parents.

EVALUATION OUTCOMES TO DATE: Increased mainstreaming of students; increased use of positive parenting skills.

FUNDING SOURCES: $4,765 state funding.

SERVICES THAT MAY BE PROVIDED TO OTHERS:
For further information, contact:
Martha Ellen Black
East Prairie R-II
East Prairie, MO 63845
(314)649-3562

LANGUAGE ARTS
ALL SCHOOL WRITING PROGRAM 7-12 GRADES

The Neodesha writing program operates on a three part plan. First, formal grammar instruction would stop by grade nine. Second, more emphasis would be placed on composition and literature. Third, writing would be encouraged across the curriculum. Through this writing program, students become able to read and comprehend written material, apply reference skills, communicate effectively in both oral and written form, write legibly, experience various forms of literature, follow and comprehend instructions and gain knowledge necessary to succeed in higher level courses and post-secondary education.

SPECIAL TARGET GROUP: All students grades 7-12.

SCHOOL UNITS INVOLVED: Language Argts, directly. Social Science and Science indirectly.

POSITION OF DISTRICT EMPLOYEES INVOLVED: Superintendent of Schools, High School Principal, Curriculum Director, Department Chair, 5 Language Arts Instructors.

OUTSIDE CONSULTANTS INVOLVED: Two consultants were used to birth the program.

NUMBER AND LEVEL OF STUDENTS INVOLVED: 350 students, grades 7-12.

GENERAL PURPOSE OF PROGRAM: To improve reading, writing and thinking skills in all students.

OUTCOMES ANTICIPATED: Strong evidence in the teaching of writing. Two pieces of every student's writing are passed to the next grade in an accumulative folder each year. At graduation, students are presented their folder, which is a record of their progress.

MAJOR ACTIVITIES OR ELEMENTS: Production of two literary magazines each year containing student writing. A bulletin board which serves as a Writers' Corner. Local newspaper prints student writing.

EVALUATION PLAN: Written examples of student progress. In future, standardized tests.

EVALUATION OUTCOMES TO DATE: Evidence points to dramatic overall effectiveness of student writing.

FUNDING SOURCES: Under $2,000.

SERVICES THAT MAY BE PROVIDED TO OTHERS: Copies of all materials used in program are available. Inservice available.

For futher information, contact:

Larry Forsythe
1001 N. 8th
Neodesha, KS 66757
(316)325-3015

LIBRARY MEDIA PROGRAM

The library media center is the "hub" or "center" of the learning environment of our students. The library media specialists are team teachers with the classroom teacher. They provide library instruction as well as academic enrichment to the existing curriculum and classrooms. They take that extra step to invite teachers and students into this world of learning through the facilities available in the well organized, beautiful media centers. A fully organized library media scope and sequence chart has been developed and is available to all teachers and persons within the community.

SPECIAL TARGET GROUP: All students and staff.

SCHOOL UNITS INVOLVED: Library Media Centers.

POSITION OF DISTRICT EMPLOYEES INVOLVED: Seven full time librarians, six library aids.

OUTSIDE CONSULTANTS INVOLVED: None.

NUMBER AND LEVEL OF STUDENTS INVOLVED: K-12, enrollment (3,000 students).

GENERAL PURPOSE OF PROGRAM: To enrich all areas of school's curriculum and to reach every student according to individual needs.

OUTCOMES ANTICIPTED: Increased participation of students and teachers thus strengthing the total school program.

MAJOR ACTIVITIES OR ELEMENTS: Cooperative library class time, and research units at middle and high school levels.

EVALUATION PLAN: Evaluated in the context of the instructional goals of the school.

EVALUATION OUTCOMES TO DATE: Increased and continual increase in usage.

FUNDING SOURCES: Funding from general fund and Chapter II Block Grant.

SERVICES THAT MAY BE PROVIDED TO OTHERS: Visitation to media center and consultation with staff.

For further information, contact:

David Huffman
510 Deill
Pittsburg, KS 66762
(316)231-3100

63

LIFE SCIENCE PROGRAM

This program has created interest in science that has a lasting impact on each student's life. The course works toward development of higher level thinking skills through decision making opportunities thus enabling students to relate and apply science principals to present and future living.

SPECIAL TARGET GROUP: Grades 10 and 11.

SCHOOL UNITS INVOLVED: High School.

POSITION OF DISTRICT EMPLOYEES INVOLVED: Grade 10, 11 and 12 science teachers.

OUTSIDE CONSULTANTS INVOLVED: None.

NUMBER AND LEVEL OF STUDENTS INVOLVED: Grades 10, 11 and 12.

GENERAL PURPOSE OF PROGRAM: To prepare students in their ability to understand, make decisions and act upon the constantly changing scientific world in which they live.

OUTCOMES ANTICIPATED: Students, when they have completed this course, should be successful in any of the life sciences in college and many will be prepared to study for health science careers.

MAJOR ACTIVITIES OR ELEMENTS: A wide variety of unique experiences, e.g., observing cadavers at Kansas State University making demonstrations to elementary students, using preserved cats, computer use, field trips, self paced lab program.

EVALUATION PLAN: All students are pretested at the begining of each school year.

EVALUATION OUTCOMES TO DATE: Increase of test scores. Other informtion available on request.

FUNDING SOURCES: The primary source of funding is from the general fund. Some Chapter II money has been used to purchase computers. Students also raise their own funds for a Colorado Field Trip.

SERVICES THAT MAY BE PROVIDED TO OTHERS:
For further information, contact:
Dennis Williams
USD #234 Fort Scott
5th and Main
Fort Scott, KS 66701

METRA COMPANION READING PROGRAM

This is a total reading/language arts program which is to be used in conjunction with any basal reader; literature based reader or whole language approach to reading. It uses a direct teaching format for the teacher. The program emphasis is on phonics and the technique of blending sound. As children learn to read, they learn to spell. Children have opportunities to write. This program involves active learning, children tutoring children and parental involvement with children's reading. Costs are minimal, results are magnanimous.

SPECIAL TARGET GROUP: First graders.

SCHOOL UNITS INVOLVED: Elementary School.

POSITION OF DISTRICT EMPLOYEES INVOLVED: Three first grade teachers.

OUTSIDE CONSULTANTS INVOLVED: None.

NUMBER AND LEVELS OF STUDENTS: Approximately 55 first graders each year.

GENERAL PURPOSE OF PROGRAM: To improve student reading interest and ability to read.

OUTCOMES ANTICIPATED: Readers who become "library readers"; who enjoy reading as a hobby who can show their reading ability through criterion referenced and achievement tests.

MAJOR ACTIVITIES OR ELEMENTS: Whole group instruction, student tutors, seat work, parental involvement.

EVALUATION PLAN: CRT and achievement tests, teacher evaluation, mastery check.

EVALUATION OUTCOMES TO DATE: Increased reading test scores.

FUNDING SOURCES: $350.00 for resource books.

SERVICES THAT MAY BE PROVIDED TO OTHERS: Sharing materials and methodology with outlying schools.

For further information, contact:

Iris K. Guynn
123 S. 12th St.
Thermopolis, WY 82443
(307)864-3613

MIDDLE SCHOOL EXPLORATORY PROGRAM

Each student in the 7th and 8th grade chooses 4 areas he/she would like to explore for nine-weeks during August enrollment each year. Therefore, during both years he/she will have had the opportunity to explore a total of 8 different electives which will be offered in high school. The students choose from Spanish, woodworking, agriculture science, typing, computer literacy, ceramics, drawing, library science, home economics and independent living.

SPECIAL TARGET GROUP: 7th and 8th graders.

SCHOOL UNITS INVOLVED: Middle school.

POSITION OF DISTRICT EMPLOYEES INVOLVED: 8 high school faculty, various subjects.

OUTSIDE CONSULTANTS INVOLVED: None.

NUMBER AND LEVEL OF STUDENTS INVOLVED: 55 7th and 8th graders.

GENERAL PURPOSE OF PROGRAM: Provide middle school students an opportunity to explore 8 different electives of 9-weeks length during 7th and 8th grade.

OUTCOMES ANTICIPATED: Students will gain knowledge and understanding regarding various electives prior to enrolling in high school.

MAJOR ACTIVITIES OR ELEMENTS: Student exploration of 4 different electives during 7th and 8th grade.

EVALUATION PLAN: Student evaluation at end of each unit.

EVALUATION OUTCOMES TO DATE: High student interest along with increased parental interest.

FUNDING SOURCES: General district fund.

SERVICES THAT MAYBE PROVIDED TO OTHERS:
For further information, contact:
Joe Chalker
RR#1, Box 35
Moran, KS 66755
(316)237-4250

MULTI-SENSORY SOCIAL STUDIES

This program's goal is to transfer lessons found in the impersonal and often irrelevant texts into a year of dynamic learning experiences by utilizing people and places found in the student's environment. Parent involvement is kept high throughout the year by utilizing the parent resource file which includes occupations, hobbies, trips, audio-visual materials, career participation day and possible field trips to their place of work. Parents as community resource people help to bridge the gap between theory and application and answer the question "Why are we learning this?"

SPECIAL TARGET GROUP: First graders, parents, community resources.

SCHOOL UNITS INVOLVED: First grade, media center, parent teacher group, counselor.

POSITION OF DISTRICT EMPLOYEES INVOLVED: Five first grade teachers, school counselor, nurse, superintendent, principal, dietician, bus driver, custodian, secretary (total of 15).

OUTSIDE CONSULTANTS INVOLVED: None.

NUMBER AND LEVEL OF STUDENTS INVOLVED: First graders (105).

GENERAL PURPOSE OF PROGRAM: Teach social studies by utilizing the children's parents, community and school staff combined with conventional materials in order to offer a highly motivating, interesting and successful program.

OUTCOMES ANTICIPATED: Highly motivated and involved children, parents and community representatives thus fostering maximum learning and rapport between all participants.

MAJOR ACTIVITIES OR ELEMENTS: The four first grade units common to all basic social studies texts: schools, families, family wants and needs, maps and globes.

EVALUATION PLAN: Pretest and posttest.

EVALUATION OUTCOMES TO DATE: Evaluations have been rated highly by parents, high performance evaluations.

FUNDING SOURCES: $800.00 local funding.

SERVICES THAT MAY BE PROVIDED TO OTHERS: The availability of a social studies curriculum guide that can be tailor made to any town.

For further information, contact:

Suzanne Russell
RR#1, Box 93
Douglass, KS 67039
(316)746-3269

70

NATURAL, EARTH/SPACE SCIENCES

The study of these natural and earth/space sciences is limited to an introductory level. Each science is introduced, theory, concepts, skills and content is presented while bearing in mind the students' experiential knowledge formally acquired knowledge and incidental knowledge. Sciences studied include: astronomy, biology, botany, chemistry, geology, physical geology, economic geology, structural geology, geophysics, meteorology, and oceanography.

SPECIAL TARGET GROUP: Grade 4 students.

SCHOOL UNITS INVOLVED: Elementary School, grade 4.

POSITION OF DISTRICT EMPLOYEES INVOLVED: Grade 4 teachers (5).

OUTSIDE CONSULTANTS INVOLVED: None.

NUMBER AND LEVEL OF STUDENTS INVOLVED: Approximately 107 fourth graders.

GENERAL PURPOSE OF PROGRAM: Acquaint students with a comprehensive overview of the natural and earth/space sciences, assist in selecting scholastic pursuits, leisure time interests and hobbies and to encourage students to develop observable respect and appreciation for this planet's environment.

OUTCOMES ANTICIPATED: Promote awareness, increase/enhance student knowledge of natural and earth/space science while increasing information, concepts and skills, develop ability to synthesize, evaluate and think critically.

MAJOR ACTIVITIES OR ELEMENTS: Students view and discuss slides, tapes, films and filmstrips and other audio/visual materials and science paraphernalia. Students conduct several experiments and hands-on activities.

EVALUATION PLAN: Observe student behaviors during learning process and hands-on activities and administration of teacher-made tests.

EVALUATION OUTCOMES TO DATE: Increased knowledge of sciences studied reflected in high SRA test scores.

FUNDING SOURCES: $2,000 from school fiances/funding and Parent-Teacher Club contributions.

SERVICES THAT MAY BE PROVIDED TO OTHERS: Curriculum scope and sequence guides and materials, bibliography of materials and inservice for implementation.

For further information, contact:

Zelane Salley
6410 Eagle Dr.
Derby, KS 67037
(316)776-0480

7

NONTRADITIONAL AUTO MECHANICS

Nontraditional teaching methods are not commonly used in the teaching of auto mechanics. This program uses the contract method for teaching, while grading is based on pass/fail criteria. The teacher sets up contracts with each student. Students then complete tasks developed in the contract and are graded on tasks completed.

SPECIAL TARGET GROUP: Power Technology and Auto Mechanics students.

SCHOOL UNITS INVOLVED: Vocational Auto Mechanics and Power Technology.

POSITION OF DISTRICT EMPLOYEES INVOLVED: One Auto Mechanics Teacher.

OUTSIDE CONSULTANTS INVOLVED: None.

NUMBER AND LEVEL OF STUDENTS INVOLVED: Beginning and Advanced Auto Mechanics students.

GENERAL PURPOSE OF PROGRAM: To check the student progress in shop work and to put more responsibility on the students for their grades.

OUTCOMES ANTICIPATED: Students will understand Auto Mechanics better and the teacher will eliminate the problems of grading students in shop work.

MAJOR ACTIVITIES OR ELEMENTS: All shop activities are based on the contract grade system.

EVALUATION PLAN: Grading system of the contract is pass-fail.

EVALUATION OUTCOMES TO DATE: Increased student participation/motivation.

FUNDING SOURCES: No additional money used for this program.

SERVICES THAT MAY BE PROVIDED TO OTHERS:
For further information, contact:
James Cramer
331 Park
Thermopolis, WY 82443
(307)864-2144

THE ORAL HISTORY OPINION POLL

The Oral History Opinion Poll is an attempt to "step back in time" in order to provide the class of students with a representative cross section of attitudes and viewpoints of an entire community about specific periods of history. Student interviews of localized historical resources provide highly personalized student interest in history.

SPECIAL TARGET GROUP: Senior high school students.

SCHOOL UNITS INVOLVED: Social Studies.

POSITION OF DISTRICT EMPLOYEES INVOLVED: All senior high school history instructors.

OUTSIDE CONSULTANTS INVOLVED: None. (Family/Community resources sought by students).

NUMBER AND LEVEL OF STUDENTS INVOLVED: Approximately 540 students in grades 10, 11 and 12 to date.

GENERAL PURPOSE OF PROGRAM: Program seeks to involve students in a unique form of individual, original research and to teach modern opinion polling practices, while at the same time hoping to instill the personal and social advantages that come from oral history.

OUTCOMES ANTICIPATED: Stimulating student interaction with family/community members; opinion polling skills; develop interest in tracing family/community history; develop interest in preserving current and recall history; develop learning center resources for future student research.

MAJOR ACTIVITIES OR ELEMENTS: Student created interviews of family or other community adults and opinion poll research.

EVALUATION PLAN: Student evaluations, growth of size and scope of program each year, future research implementation.

EVALUATION OUTCOMES TO DATE: Students have gained appreciation of family/community history and have gained valuable knowledge to be used in implementing future research projects.

FUNDING SOURCES: Variable. Project effectively could cost nothing, if student tapes are used. If school facilities are used and a tape library is created, only the cost of blank tapes would accrue.

SERVICES THAT MAY BE PROVIDED TO OTHERS:
For further information, contact:
Lee Weber
South Sioux City School District
3301 G Street
South Sioux City, NE 68776
(402)494-2433

PARENT INVOLVEMENT PROGRAM

The Parent Involvement Program works with parents whose children are placed in special education programs. The program includes parenting skills classes, support groups, information through media and community presentations as well as providing training for professionals working with parents.

SPECIAL TARGET GROUP: Parents of special education children.

SCHOOL UNITS INVOLVED: Special Education.

POSITION OF DISTRICT EMPLOYEES INVOLVED: One Parent Coordinator, one Elementary Counselor, one Director Special Services.

OUTSIDE CONSULTANTS INVOLVED: One state level consultant.

NUMBER AND LEVEL OF STUDENT INVOLVED: K-12, 1100 students.

GENERAL PURPOSE OF PROGRAM: Provide information and education for effective parent involvement.

OUTCOMES ANTICIPATED: Continuation of program. Increased parental involvement and skills.

MAJOR ACTIVITIES OR ELEMENTS: Parenting Skills classes, Parent Resource Center.

EVALUATION PLAN: Outside evaluation, plus parent evaluation.

EVALUATION OUTCOMES TO DATE: Parents have increased their skills and knowledge in the areas of children's developmental stages, child management, effective communication.

FUNDING SOURCES: $32,000 Special Education money from Kansas State Department of Education.

SERVICES THAT MAY BE PROVIDED TO OTHERS: Complete training for professionals and/or parents.

For further information, contact:
Dorothy Rockefeller
Box 578
Roseville, KS 66533
(913)584-6731

PARENTS AS READING PARTNERS

A high level of interest and participation by parents in their child's education is being generated by a series of workshops called "Saturday Specials." The "Saturday Specials" are assisting parents in becoming better teachers for their children as they acquire reading skills. Parents learn teachable reading and modeling skills to assist their children in becoming better readers. Parents have become more confident about their ability to be reading partners with their children.

SPECIAL TARGET GROUP: Elementary students and parents.

SCHOOL UNITS INVOLVED: Elementary school.

POSITION OF DISTRICT EMPLOYEES INVOLVED: Elementary teachers, administration.

OUTSIDE CONSULTANTS INVOLVED: None.

NUMBER AND LEVEL OF STUDENTS INVOLVED: First grade students.

GENERAL PURPOSE OF PROGRAM: Promote home and school cooperation in the teaching of reading and building of reading skills.

OUTCOMES ANTICIPATED: Increased reading by students.

MAJOR ACTIVITIES OR ELEMENTS: Saturday workshops for parent participation; special presentations on building reading skills.

EVALUATION PLAN: Monitor student reading.

EVALUATIN OUTCOMES TO DATE: Parent participation in the Saturday workshops was greater than anticipated; students read more library books.

FUNDING SOURCES: $3,777 state funding.

SERVICES THAT MAYBE PROVIDED TO OTHERS:
For further information, contact:
Mary L. Huss
Hillsboro R-III
Hillsboro, MO 63050
(314)789-3378

PARENTS AS TEACHERS

The Parents as Teachers (PAT) program is a home/school partnership designed to help parents give their children the best possible start in life and lay the foundations for later school success. PAT provides practical information to families on monitoring and fostering their child's early development. It is designed for parents of children birth to age three. Ed Zigler, founder of Head Start states: "It's a vanguard program; it's where the world ought to be going."

SPECIAL TARGET GROUP: Families with children from birth to age three.

SCHOOL UNITS INVOLVED: All 543 Missouri local school districts.

POSITION OF DISTRICT EMPLOYEES INVOLVED: Not applicable.

OUTSIDE CONSULTANTS INVOLVED: Pilot project phase: Dr. Burton White, Newton, MA; Commissioner's Committee on Parents as Teachers; a national advisory board. Interested districts may use training consultants through Missouri Deparatment of Elementary and Secondary Education.

NUMBER AND LEVEL OF STUDENTS INVOLVED: During 1987-88, approximately 54,000 families.

GENERAL PURPOSE OF PROGRAM: Demonstrate the value of early, high-quality parent education.

OUTCOMES ANTICIPATED: Increased parental confidence and involvement in the educational development of their children; early establishment of positive partnerships between home and school; reduction in the need for expensive remediation and special education services; a referral network to inform families of young children on noneducational services; joint cooperation among agencies serving children, thus reducing duplication costs.

MAJOR ACTIVITIES OR ELEMENTS: Personal visits; group meetings with parents of similarly aged children; monitoring of child's development; provision of appropriate materials, information and guidance to parents throughout the child's first three years of life.

EVALUATION PLAN: Model project evaluated in 1984; second-wave evaluation and longitudinal study underway; research and dissemination being developed.

EVALUATION OUTCOMES TO DATE: Findings included: children demonstrated advanced intellectual and language development; aspects of positive social development; more knowledgeable parents than comparison groups.

FUNDING SOURCES: $8,000,000 in state funds, local contributions of in-kind and real dollar sources (for project to date).

SERVICES THAT MAY BE PROVIDED TO OTHERS: Newly established National Training Center offers training, consultation and information to those outside Missouri.

For further information, contact:

Parents as Teachers: The National Center
Marillac Hall
University of Missouri - St. Louis
8001 Natural Bridge Road
St. Louis, MO 63121
Phone: 314/553-5738

PEER ANALYSIS/PEER COACHING

Peer Analysis/Peer Coaching is a process whose time has come in the world of staff development. A structured process which allows colleagues to observe and discuss each other's efforts has proved valuable in enriching the variety of strategies used by each colleague, improving the quality of strategies and bolstering the flagging energies and spirit of each colleague as they struggle with the process of change. This practice works to increase the probability that skills will continue to be used after the inservice itself is completed.

SPECIAL TARGET GROUP: Classroom teachers.

SCHOOL UNITS INVOLVED: K-12.

POSITION OF DISTRICT EMPLOYEES INVOLVED: Classroom teachers (24).

OUTSIDE CONSULTANTS INVOLVED: One initial outside state consultant.

NUMBER AND LEVEL OF STUDENTS INVOLVED: All students, K-12.

GENERAL PURPOSE OF PROGRAM: Instructional improvement.

OUTCOMES ANTICIPATED: Consistent instructional improvement in an enjoyable atmosphere.

MAJOR ACTIVITIES OR ELEMENTS: Teams of two, observation in classrooms, conference to share data, focus on instructional strategies.

EVALUATION PLAN: Feedback sessions.

EVALUATION OUTCOMES TO DATE: Very positive; increased motivation, cooperation and sharing by colleagues.

FUNDING SOURCES: CSPD grant for initial training period.

SERVICES THAT MAY BE PROVIDED TO OTHERS: Consultation, building level training in the process and/or facilitation of the process.
For further information, contact:

Ginny Locke
Education Service Unit, #9
P.O. Box 2047
Hastings, NE 68902-2047
(402)463-5611

PREP - PEERS RESPONSIBLY EDUCATING PEERS

PREP carries a clear, direct and hard hitting message (i.e. if you pollute your bodies with alcohol and other drugs and drive a car, you are risking your life, my life and the lives of our friends and loved ones). The concept of the PREP program resulted from the realization and the knowledge that kids listen to kids, especially when they're informed and caring. When you give them a vehicle like PREP to express their caring for one another, they zoom!

SPECIAL TARGET GROUP: Grades 7-12.

SCHOOL UNITS INVOLVED: Junior and Senior High School.

POSITION OF DISTRICT EMPLOYEES INVOLVED: 1 guidance counselor and others indirectly.

OUTSIDE CONSULTANTS INVOLVED: Initially 6 including drug and alcohol consultants and state level consultants.

NUMBER AND LEVEL OF STUDENTS INVOLVED: Varies. Approximately 12 student peers involved with visits to over 20 Colorado and Kansas schools.

GENERAL PURPOSE OF PROGRAM: Drug/Alcohol/Drunk Driving Prevention.

OUTCOMES ANTICIPATED: Students will think responsibly and make positive decisions regarding drug and alcohol use.

MAJOR ACTIVITIES OR ELEMENTS: PREPS three part program utilizes video tape, role playing, discussion, films and actual accounts of true stories.

EVALUATION PLAN: Audience evaluations.

EVALUATION OUTCOMES TO DATE: Very positive.

FUNDING SOURCES: Initial funding $12,000 from ADAD, no funding in 1986 or 1987.

SERVICES THAT MAY BE PROVIDED TO OTHERS: Assembly programs on a limited basis. Program information.

For further information, contact:

Gary Lubell
Strasburg Jr./Sr. High
P.O. Box 207
Strasburg, CO 80136
(303)622-9211

PEOPLE FORGET; THE BOOK REMEMBERS

This program was developed because the Rushville Centennial Committee wanted to start the area's celebration by commemorating the establishment of the first school in northwestern Nebraska. The story was told through a combination of slides and a reader's theatre presentation performed by six students dressed in clothing from that era. This program could be used by any teacher in the hope that a novel approach would make history more interesting to the students.

SPECIAL TARGET GROUP: High School students.

SCHOOL UNITS INVOLVED: High school Speech, English and Drama units.

POSITION OF DISTRICT EMPLOYEES INVOLVED: Two English, Speech and Drama teachers.

OUTSIDE CONSULTANTS INVOLVED: Various community resources.

NUMBER AND LEVEL OF STUDENTS INVOLVED: Grades 10-12.

GENERAL PURPOSE OF PROGRAM: Involve students in the presentation of local history through dramatization.

OUTCOMES ANTICIPATED: Increased interest in local history while learning dramatic skills.

MAJOR ACTIVITIES OR ELEMENTS: Construction of presentation through blocking, orchestration, and audience focus. Slides and artifact analysis for application to program.

EVALUATION PLAN: Feedback and audience reaction.

EVALUATION OUTCOMES TO DATE: Positive.

SOURCES OF FUNDING: Local.

SERVICES THAT MAY BE PROVIDED TO OTHERS:
For further information, contact:
Candie Johnson and Arlene Wellnitz
Rushville High School
Rushville, NE 69360
(308)327-2682

PHOTOGRAPHY

This photography program consists of a three year series that takes students with no background and moves them to college level material where advanced students successfully compete for scholarships in this highly competitive field. The significance of this photography program lies in several realms. Students combine science/art skills and are able to make applications long after leaving school. Students have marketable skills which are both vocational and life oriented. Students have been able to use photography in their jobs or are employed in the business. Through a photography course such as this, students develop a life skill, marketable skills and an application of science and use of art.

SPECIAL TARGET GROUP: General student body.

SCHOOL UNITS INVOLVED: High school photography department.

POSITION OF DISTRICT EMPLOYEES INVOLVED: One Photography teacher.

OUTSIDE CONSULTANTS INVOLVED: None.

NUMBER AND LEVEL OF STUDENTS INVOLVED: Sophomores through Seniors; approximately 42 student/year.

GENERAL PURPOSE OF PROGRAM: To provide a solid, current foundation in most areas of photographic technology.

OUTCOMES ANTICIPATED: Increased usage of quality photography and videos in personal life and higher quality in yearbook/journalism.

MAJOR ACTIVITIES OR ELEMENTS: All aspects of photography are studied.

EVALUATION PLAN: Written examination, prints, portfolio.

EVALUATION OUTCOMES TO DATE: Successful scholarship applications (70%), related employment after graduation.

FUNDING SOURCES: $150.00/student paid by school, $70.00/year paid by student.

SERVICES THAT MAY BE PROVIDED TO OTHERS:
For further information, contact:
Jeb Schenck
743 Fremont
Thermopolis, WY 82443
(307)864-2331

A PICTURE IS WORTH A THOUSAND WORDS

A Picture is Worth a Thousand Words is a program designed to expand the existing preschool handicapped program operated by the Yankton School District. The expansion specifically seeks to utilize video technology as a substitute for written directions given to parents as part of the home training and carryover activities of preschool handicapped students. By producing VHS tapes of a student in an instructional or therapy setting where a specific technique or application is being demonstrated, the school can in turn give that tape to the child's parent or guardian so that parent and child can practice skill development at home.

SPECIAL TARGET GROUP: Handicapped preschool children.

SCHOOL UNITS INVOLVED: Early childhood program, special education.

POSITION OF DISTRICT EMPLOYEES INVOLVED: 1 early childhood educator; 1 speech therapist; 1 occupational therapist.

OUTSIDE CONSULTANTS INVOLVED: None.

NUMBER AND LEVEL OF STUDENTS INVOLVED: 37 children, birth through five years old.

GENERAL PURPOSE OF PROGRAM: Home training an carry-over activities of preschool handicapped students.

OUTCOMES ANTICIPATED: Model project to replicate.

MAJOR ACTIVITIES OR ELEMENTS: Video tape production of student in an instructional or therapy setting. Parent and child skill development.

EVALUATION PLAN: Pre- and post-test results, parent attitude questionnaire, completion of individual student goals or IEP.

EVALUATION OUTCOMES TO DATE: Positive feedback.

FUNDING SOURCES: Preschool incentive grant of $7,155.

SERVICES THAT MAY BE PROVIDED TO OTHERS:

For further information, contact:

Joyce Wentworth
Director of Student Services
1900 Ferdig
Yankton, SD 57078
(605)665-3999

POPULAR MUSIC: INCENTIVE IN THE TEACHING OF POETRY

Insight!!! Teenagers typically do not like to study poetry! Common responses from teenagers about poetry include, "Ugh!", "Yuk", and a few others that can not be quoted. Thus, the question of how to increase appreciation of this form has plagued English teachers for some time. One way to truly excite students about poetry is to use rock poetry. This form of poetry has become a successful bridge between what teens already enjoy and what they might come to more fully enjoy - the poetry in their own texts! This program is easy to replicate and is very flexible. It could be partially or wholly adapted according to the needs of individual classes and teachers, can be frequently updated, and is practical and economical.

SPECIAL TARGET GROUP: Eleventh grade.

SCHOOL UNIT INVOLVED: Senior High School.

POSITION OF DISTRICT EMPLOYEES INVOLVED: Eleventh grade English teacher.

OUTSIDE CONSULTANTS INVOLVED: None.

NUMBER AND LEVEL OF STUDENTS INVOLVED: All eleventh graders enrolled in English.

GENERAL PURPOSE OF PROGRAM: Parallel rock (hard or soft), pop and/or country lyrics with other types of poetry.

OUTCOMES ANTICIPATED: 1) to familiarize students with terms and techniques common to poetry writing; 2) to help students analyze and explicate; 3) to increase students' appreciation of other types of poetry besides lyrics set to music.

MAJOR ACTIVITIES OR ELEMENTS: Compare/discuss timeless reoccurring themes. Learn a general working vocabulary of literary terms and applications. Presentation of poetry and music according to thematic purpose and form.

EVALUATION PLAN: Student evaluation.

EVALUATION OUTCOMES TO DATE: Successful. Increased student interest in poetry.

FUNDING SOURCES: Can be taught economically by utilizing album covers and inexpensive periodicals which publish words of songs. Duplication rights are available from artists, and library and interlibrary loan make further references and albums accessible. Students also make works available from personal collections.

SERVICES THAT MAY BE PROVIDED TO OTHERS:
For further information, contact:

Jacquelyn Nitzel
St. Cecilia High School
Hastings, NE 68901
(402)462-2105

PRIMARY GRADES
TEAMWORK

The primary grade staff (K-2 teachers), principal and specialists have been involved in collaborative efforts to implement developmentally appropriate curriculum for the early childhood years. Staff development has included training strategies and implementation of active learning in a child-centered environment. Strategies and methods include learning centers, hands-on, process math and science, whole language, cooperative learning and student choices and decision-making. The change process for the staff has fostered collegiality and professionalism on a very limited budget.

SPECIAL TARGET GROUP: Kindergarten - 2nd grade.

SCHOOL UNITS INVOLVED: Primary grades.

POSITION OF DISTRICT EMPLOYEES INVOLVED: Principal, 1 Kindergarten teacher, 2 1st grade teachers, all 2nd grade teachers.

OUTSIDE CONSULTANTS INVOLVED: Consultant from State Department of Education.

NUMBER AND LEVEL OF STUDENTS INVOLVED: Approx. 35 Kindergarten, 25 first grade, and 30-35 second grade students.

GENERAL PURPOSE OF PROGRAM: To articulate developmentally appropriate curricula in the primary grades.

OUTCOMES ANTICIPATED: Young children will develop greater confidence, independence as learners and learning enjoyment.

MAJOR ACTIVITIES OR ELEMENTS: Staff development has included workshops, visitations. Teachers have selected an area of interest for their classroom and pursued changes in moving from basal materials and worksheets to process and hands on, use of whole language, center based instruction, writing as a process and cooperative learning.

EVALUATION PLAN: Informal assessment of teacher and student satisfaction; standardized testing; maintenance of high scores.

EVALUATION OUTCOMES TO DATE: High teacher satisfaction. Improvement in some standardized testing areas. Students stimulated to learn.

FUNDING SOURCES: Minimal district funds; CSPD $500.

SERVICES THAT MAY BE PROVIDED TO OTHERS: Available for visitations, telephone contacts, some print material available (overview of staff development model, bibliography of resources). For further information, contact:

Carol Fichter
Box 265
Bennington, NE 68007
(402)238-2447

PROJECT CHALLENGE

Project Challenge is an enrichment program designed to serve the needs of academically able students who can benefit from an accelerated, supplementary instructional program. The activities are held after school and on Saturdays and involve teachers as leaders. Students are challenged by a variety of adults who are successful and creative and who motivate then to refine academic skills. Students expressed interest in a broader range of topics after participation in Project Challenge. Teachers have become more enthusiastic about teaching and learning.

SPECIAL TARGET GROUP: Elementary and middle school students.

SCHOOL UNITS INVOLVED: Elementary and middle schools.

POSITION OF DISTRICT EMPLOYEES INVOLVED: Elementary and middle teachers and administrators.

OUTSIDE CONSULTANTS INVOLVED: None.

NUMBER AND LEVEL OF STUDENTS INVOLVED: Grades 2-8.

GENERAL PURPOSE OF PROGRAM: To provide enrichment programs for high achievement and interested students.

OUTCOMES ANTICIPATED: Increased learning, generated interest in a variety of topics.

MAJOR ACTIVITIES OR ELEMENTS: Teachers identify topic or interest areas they have and provide special instruction and leadership in those areas; students may participate in a variety of topics after school and on Saturdays.

EVALUATION PLAN: Monitor student scores.

EVALUTION OUTCOMES TO DATE: Achievement scores increased for participating students.

FUNDING SOURCES: $3,700 state funding.

SERVICES THAT MAY BE PROVIDED TO OTHERS:
For further information, contact:
Christine Crawford
Palmyra R-I
Palmyra, MO 63461
(314)769-2067

REACH FOR A RAINBOW WEEK

Studies have shown that the greatest cause of substance abuse is a poor self concept. The aim of this program was to help students realize their greatest potential and worth. The goals of Reach for a Rainbow Week were all based on an "I can accomplish," "I am capable," and "I can win" theme, aimed at building each child's self esteem and making him or her aware of the strengths and needs of others.

SPECIAL TARGET GROUP: Students with a possible high risk of becoming substance abusers.

SCHOOL UNITS INVOLVED: Elementary School Team Cluster.

POSITION OF DISTRICT EMPLOYEES INVOLVED: Elementary employees, approximately 40.

OUTSIDE CONSULTANTS INVOLVED: Four speakers from the Wichita Substance Abuse Office and two Wichita Wings players.

NUMBER AND LEVEL OF STUDENTS INVOLVED: 535 students, K-4.

GENERAL PURPOSE OF PROGRAM: To provide a week-long group of activities to promote a better self concept and an awareness of substance abuse.

OUTCOMES ANTICIPATED: When a student is approached with drugs, he or she will fee good enough about him or herself to say no.

MAJOR ACTIVITIES OR ELEMENTS: Each morning of Rainbow Week, a breakfast is provided for a grade level. A speaker comes to the breakfast and speaks to students about the day's theme. Various activities support each day's theme.

EVALUATION PLAN: Survey sent to teachers.

EVALUATION OUTCOMES TO DATE: Positive response. Ongoing.

FUNDING SOURCES: Climate Control Budget.

SERVICES THAT MAY BE PROVIDED TO OTHERS:
For further information, contact:
Margaret Brinkley/Susie Sander
Rose Hill Elementary
Rose Hill, KS 67133
(316)766-2142

READ ALOUD PROGRAM

The fourth grade makes story books to share reading with the first grade. Students develop a story line, characters, original book ideas and complete stories which contribute to the knowledge of how written and oral language are related. Students then share their books with large or small groups, or one-to-one. Self worth, accomplishment and self evaluation are promoted along with writing and reading skills.

SPECIAL TARGET GROUP: Grades four and one.

SCHOOL UNITS INVOLVED: Elementary school.

POSITION OF DISTRICT EMPLOYEES INVOLVED: Two fourth grade teachers, three first grade teachers, one librarian.

OUTSIDE CONSULTANTS INVOLVED: None.

NUMBER AND LEVEL OF STUDENTS INVOLVED: 50 fourth grade students, 75 first grade students.

GENERAL PURPOSE OF PROGRAM: Shared reading.

OUTCOMES ANTICIPATED: Increased reading and writing skills, love of reading, increased self-esteem, sense of accomplishment. Motivation to learn for first graders.

MAJOR ACTIVITIES OR ELEMENTS: Shared reading 15 minutes/week.

EVALUATION PLAN: Teacher observation.

EVALUATION OUTCOMES TO DATE: Increased motivation at both first and fourth grade levels.

FUNDING SOURCES: None.

SERVICES THAT MAY BE PROVIDED TO OTHERS:
For further information, contact:
Kirk McLaughlin
P.O. Box 258
Bayfield, CO 81122
(303)834-9592

READING CENTERS

Remedial reading programs are becoming more congruent with classroom reading programs by correlating instructional materials to key objectives. Inservice training for teachers and establishing reading centers in addition to the correlation of materials to the IMS objectives and state key skills are activities of this project.

SPECIAL TARGET GROUP: Elementary reading students.

SCHOOL UNITS INVOLVED: Elementary school.

POSITION OF DISTRICT EMPLOYEES INVOLVED: Elementary teachers, reading specialists.

OUTSIDE CONSULTANTS INVOLVED: Consultants from state for inservice.

NUMBER AND LEVEL OF STUDENTS INVOLVED: K-6.

GENERAL PURPOSE OF PROGRAM: Increase teacher reading education skills, increase reading performance by students.

OUTCOMES ANTICIPATED: Increased mastery of reading objectives.

MAJOR ACTIVITIES OR ELEMENTS: Correlation of reading materials to IMS objectives and state identified key skills; teacher inservice.

EVALUATION PLAN: Comparative reading scores.

EVALUATION OUTCOMES TO DATE: Students have shown increased mastery of reading objectives when compared to previous years. Increased student satisfaction with the program. Teachers reported improved communication procedures and team approaches to reading instruction.

FUNDING SOURCES: $10,270 state funding.

SERVICES THAT MAY BE PROVIDED TO OTHERS:
For further information, contact:
Marie Spires
Washington School District
Washington, MO 63090
(314)239-2727

REACH: READING EACH AFTERNOON CREATES HAPPINESS

The goal of this program is to increase reading as a leisure activity. It is also believed that more student reading will increase vocabulary, comprehension and total student learning. A time is set aside each school day to read silently. Accumulation is kept of minutes used for REACH with a professional storyteller brought in to celebrate each 1,000,000 minute mark. During the summer, reading logs are kept with parent verification. When 40 books are read, students receive a T-shirt and a free book from the bookstore. Schools and parents work together to develop this positive reading program.

SPECIAL TARGET GROUP: Entire Elementary School, grades K-6.

SCHOOL UNITS INVOLVED: Grades K-6, Teacher Support Staff.

POSITION OF DISTRICT EMPLOYEES INVOLVED: 30 elementary staff (classroom teachers, support staff, administration).

OUTSIDE CONSULTANTS INVOLVED: One bookstore and one book publishing company.

NUMBER AND LEVEL OF STUDENTS INVOLVED: 481 students, grades K-6.

GENERAL PURPOSE OF PROGRAM: To develop reading as a leisure activity, also impact on reading curricula.

OUTCOMES ANTICIPATED: More student reading along with improved reading scores.

MAJOR ACTIVITIES OR ELEMENTS: Students have 12 minutes daily of silent reading. Students accumulate 1 million minutes of silent reading by May. Students encouraged to read 40 books over the summer. Students earn a T-shirt and free book if this goal accomplished.

EVALUATION PLAN: Monitor amount of increase in book checkouts from library. Scores on standardized tests.

EVALUATION OUTCOMES TO DATE: Nearly 600 more books checked out per week compared to past years. Nearly 20% of building read 40+ books over the summer. Reading scores increased by 7% over last two years.

FUNDING SOURCES: $100.00 worth of book certificates by local bookstore, $150.00 free books from various publishing companies.

SERVICES THAT MAY BE PROVIDED TO OTHERS:
For further information, contact:
Larry Breedlove
3130 North 122nd St.
Kansas City, KS 66109

READING WITH THE AUTHORS

Students have increased their amount of time spent reading, increased vocabulary, comprehension, and knowledge of children's authors and library skills. Students begin by reading the Caldecott Award Books and the Caldecott Honor Books and writing to the authors of these books. Authors were receptive and many answers were received to correspondence. Students enjoyed receiving such momentos as autographed pictures, brochures, pamphlets, posters, personal letters, book jackets, bookmarks and background information.

SPECIAL TARGET GROUP: Second grade.

SCHOOL UNITS INVOLVED: Elementary School.

POSITION OF DISTRICT EMPLOYEES INVOLVED: Two second grade teachers.

OUTSIDE CONSULTANTS INVOLVED: One from the University of Wyoming.

NUMBER AND LEVEL OF STUDENTS INVOLVED: Approx. 50 second grade students.

GENERAL PURPOSE OF PROGRAM: Striving to involve students with literature at their grade level and increase their desire to read.

OUTCOMES ANTICIPATED: Students will increase the amount of time they read because of their exposure to various authors' works. Reading skills will be strengthened. Reading becomes enjoyable.

MAJOR ACTIVITIES OR ELEMENTS: Development of units on authors to be presented to students.

EVALUATION PLAN: Monitor reading skills and interest.

EVALUATION OUTCOMES TO DATE: Ongoing.

FUNDING SOURCES: Local funding.

SERVICES THAT MAY BE PROVIDED TO OTHERS: Program information will be shared. For further information, contact:

Kelly Tonn and Rozanne Bothe-Sorenson
Ralph Witters Elementary School
215 Springview
Thermopolis, WY 82443
(307)864-2500

3 R's - ROPES, ROCKS, RISKS

Students often feel they do not have many options for their leisure time. "Partying" is a common activity involving substance abuse and driving. These behaviors are often related to lack of self-esteem. The 3 R's program was developed to address the lack of self-esteem and subsequently have students participate in healthier leisure activities. It is a one-day wilderness adventure focusing on individual and group work activities centered around trust building, positive risk taking and beginning rock climbing and rappelling.

SPECIAL TARGET GROUP: Students with potential, but who are not performing or involved in school.

SCHOOL UNIT INVOLVED: High School.

POSITION OF DISTRICT EMPLOYEES INVOLVED: Principal, counselor, five teachers.

OUTSIDE CONSULTANTS INVOLVED: Team of Outdoor Educators (2 Co-directors and 6 staff).

NUMBER AND LEVEL OF STUDENTS INVOLVED: 40 students, grades 9 and 10.

GENERAL PURPOSE OF PROGRAM: To increase students' involvement in healthy activities.

OUTCOMES ANTICIPATED: Students more involved in life and school through a better feeling of self-worth.

MAJOR ACTIVITIES OR ELEMENTS: Small group meetings, trust falls, group initiatives, ropes, knots and belaying, risk and challenge activities (rock climbing, rappelling, electric fence, trust walks), follow-up group work remaining school year.

EVALUATION PLAN: Biannual pre and post surveys of student involvement in school activities.

EVALUATION OUTCOMES TO DATE: Ongoing. Immediate results had kids feeling "high" on taking risks they thought were impossible - but then succeeding. Tremendous positive feedback thus far.

FUNDING SOURCES: $500 district grant (Substance Abuse Prevention Monies); $300 donation from Alternatives for Youth (Community Agency); each student contributes $5.

SERVICES THAT MAY BE PROVIDED TO OTHERS: Resource speaker.

For further information, contact:

Betty Brown
St. Vrain Valley
Frederick High School
P.O. Box 380
Frederick, CO 80530
(303)833-3533

9

SCHOOL ACADEMIES

Since 1983, approval has been granted for the Telluride Academy Program. This concept has received tremendous excitement and enthusiasm from students, teachers, parents, and the general community, with the consensus being that the School Academies program offers tremendous potential, not only for enriching the school program, but for the community as a whole.
Academies have included programming in the areas of dance, jazz, theatre, chamber music, skiing, film/video/photography and computer.

SPECIAL TARGET GROUP: All level students.

SCHOOL UNITS INVOLVED: All.

POSITION OF DISTRICT EMPLOYEES INVOLVED: Middle school and high school faculty.

OUTSIDE CONSULTANTS INVOVLED: One executive director.

NUMBER AND LEVEL OF STUDENT INVOLVED: Approximately 300 - 400 students, all levels.

MAJOR ACTIVITIES OR ELEMENTS: Coordination and implementation of activities for student participation.

EVALUTION PLAN: Participation, feedback.

EVALUATION OUTCOMES TO DATE: Very positive. Participation has extended to students from outside Colorado.

FUNDING SOURCES: The Academies are totally supported by tuition, donations and/or grants, including all costs of instruction, recruitment, administrative expenses, publicity and marketing.

SERVICES THAT MAY BE PROVIDED TO OTHER:
For further information, contact:
P. Cleve Penberthy
San Miguel R-I School District
P.O. Box 187
Telluride, CO 81132
(303)728-4377

SCHOOL/COMMUNITY TEAM TRAINING
PREVENTION EDUCATION

This team training program promotes, trains and supports teams of adults from schools and communities. Each team plans and implements a project to prevent the use of alcohol and drugs among children and adolescents in the community. Teams consist of school personnel and other community members. Teams receive intensive training in problem solving, strategic planning and evaluation. Follow-up assistance and support is provided.

SPECIAL TARGET GROUP: High risk youth, though impact every student inclusive of total school/community.

SCHOOL UNITS INVOLVED: All.

POSITION OF DISTRICT EMPLOYEES INVOLVED: Teams of six per building/community.

OUTSIDE CONSULTANTS INVOLVED: Needed for initial training and follow-up support.

NUMBER AND LEVEL OF STUDENTS INVOLVED: All levels, all students.

GENERAL PURPOSE OF PROGRAM: To train a team of school and community people in drug prevention to reduce or eliminate drug usage and associated disruptive behaviors in their school buildings and community.

OUTCOMES ANTICIPATED: Reduced usage indices,reduced associated behaviors. The creation of an effective problem solving team in the community that can effectively strategize to solve any problem which the community is faced with.

MAJOR ACTIVITIES OR ELEMENTS: Initial team training: residential setting of 6 days, follow-up support to implement plan developed during training, training of trainers, biannual team reunions/trainings.

EVALUATION PLAN: Baseline data of student usage, annual repeat of survey to establish longitudinal data of building level usage.

EVALUATION OUTCOMES TO DATE: Significantly reduced usage indices and related disruptive behaviors in the school and community. Much data is in the 1-3 year range presently.

FUNDING SOURCES: State and local funding.

SERVICES THAT MAY BE PROVIDED TO OTHERS: Visitation, consultation, replication.

For further information, contact:

Dr. Tom Barlow
P.O. Box 2047
1117 E. South St.
Hastings, NE 68901
(402)463-5611

SCHOOL FACILITIES

The new 4-J School was built and meant consolidation of three rural schools. All three of these schools were mobile trailer units with one or two teachers. The 16,488 square foot facility includes seven classrooms, a library/media center, full sized gymnasium, preparation kitchen, teacher planning room, offices for principal, nurse, counselor and secretary, computer room and a fully equipped playground. Students at 4-J School also have access to a planetarium and an aquatic center. The students have most of the benefits of a large population area, yet are able to remain in their own community.

SPECIAL TARGET GROUP: K-6 students at 4-J School.

SCHOOL UNITS INVOLVED: All areas.

POSITION OF DISTRICT EMPLOYEES INVOLVED: All staff members.

OUTSIDE CONSULTANTS INVOLVED: One architect, 4-J teachers and principals.

NUMBER AND LEVEL OF STUDENTS INVOLVED: 43 students K-6.

GENERAL PURPOSE OF PROGRAM: To provide a safe and orderly environment for effective teaching and successful learning.

OUTCOMES ANTICIPATED: Higher student achievement, higher staff morale, and increased student self-esteem.

MAJOR ACTIVITIES OR ELEMENTS: The facility is used for a wide variety of learning, from reading to volleyball, math to play practice, science to lunchroom manners.

EVALUATION PLAN: Not applicable.

EVALUATION OUTCOMES TO DATE: Not applicable.

FUNDING SOURCES: Campbell County School District owns and maintains the building.

SERVICES THAT MAY BE PROVIDED TO OTHERS:
For further information, contact:
George Mathes
2830-A South Hwy. 50
Gillette, WY 82716
(307)682-3076

SCHOOL TRANSITION TO EMPLOYMENT PARTNERSHIP

The School Transition for Employment Partnership (STEP) is an interdepartmental employment training program for "at risk" youth. "At risk" youth include handicapped, economically disadvantaged, adjudicated youth, single parents and school dropouts. STEP coordinates and focuses the services of the four Departments of the South Dakota Private Industry Council into the employment training needs of these "at risk" youths at state, regional and local levels.

SPECIAL TARGET GROUP: "At Risk" youth, economically disadvantaged, handicapped, school dropouts, adjudicated youth.

SCHOOL UNITS INVOLVED: 100 school districts throughout South Dakota.

POSITION OF DISTRICT EMPLOYEES INVOLVED: 200 instructors, administrators, Job Development Specialists.

OUTSIDE CONSULTANTS INVOLVED: Four program consultants from the Department of Labor and Department of Education, several other consultants performed training of teachers.

NUMBER AND LEVEL OF STUDENTS INVOLVED: 1600 (estimate), grades 7-12.

GENERAL PURPOSE OF PROGRAM: Provide economic and social self-sufficiency for "at risk" youth.

OUTCOMES ANTICIPATED: Students will achieve "positive termination" by achieving competency, graduating from high school, receiving G.E.D., entering full-time employment, or enrolling in postsecondary education.

MAJOR ACTIVITIES OR ELEMENTS: The Employability Curriculum is competency-based pre-employment training which may be infused into secondary courses. Employment training is provided by local employers and is funded by the Job Training Partnership Act.

EVALUATION PLAN: The Deptartment of Labor collects quantifiable data monthly on all students enrolled in Employment Training. The curriculum has been evaluated by a committee which included outside consultants in 1985-86.

EVALUATION OUTCOMES TO DATE: Positive termination rate (12-1-87) was 78.39%.

FUNDING SOURCES: $327,000 (Deptartment of Labor), $300,000 (Dept. of Education), $200,000 (estimate local district).

SERVICES THAT MAY BE PROVIDED TO OTHERS:

For further information, contact:

Terry Hendrick
700 Governors Dr.
Pierre, SD 57501
(605)773-3423

SCIENCE ACTIVITIES MODULES

Hands-on science activities and experiments combined with real life experiences are enhancing the basal text content. The approach is designed to accommodate all learning types and improve the attitudes of students toward science. Inservice on teaching elementary science is part of the design. Student participation in the local science fair has increased and attitudes about science have become more positive.

SPECIAL TARGET GROUP: Elementary science students.

SCHOOL UNITS INVOLVED: Elementary school.

POSITION OF DISTRICT EMPLOYEES INVOLVED: Elementary teachers.

OUTSIDE CONSULTANTS INVOLVED: None.

NUMBER AND LEVEL OF STUDENTS INVOLVED: K-6.

GENERAL PURPOSE OF PROGRAM: Provide experiences for differing student learning styles in order to enhance science curriculum and increase student interest in science.

OUTCOMES ANTICIPATED: Increased student achievement and interest in science.

MAJOR ACTIVITIES OR ELEMENTS: Incorporation of hands-on science experiences in and out of the classroom with the basal text content; teacher inservice.

EVALUATION PLAN: Science achievement scores.

EVALUATION OUTCOMES TO DATE: Increased student science achievement test results reflected higher rates of achievement for all grades when compared with scores from previous year.

FUNDING SOURCES: $3,750 state funding. Classroom science experiment materials and supplies comprised the bulk of expenditures.

SERVICES THAT MAY BE PROVIDED TO OTHERS:
For further information, contact:
Dee Gaddis
Winfield R-IV
Winfield, MO 63389
(314)668-8188

SELF-ESTEEM (K-6)

Self-esteem is an integral component of this district and building curriculum. This important aspect of child development is integrated through activities, media and counseling. All students are involved in the self-esteem program by interacting and supporting each other. A large tree in the lobby is covered with leaves. Each child writes on a leaf one thing about a classmate that makes him/her special. Each child has at least five leaves with a positive comment written about him/her. Other activities also work to contribute to self-esteem of students.

SPECIAL TARGET GROUP: K-6 regular education and special education at 4-J school, 43 students.

SCHOOL UNITS INVOLVED: All students and staff.

POSITION OF DISTRICT EMPLOYEES INVOLVED: Regular education teachers (3, 1/2 time), special education teacher (1/2 time), secretary (1, 1/2 time), custodians (1, 1/2 time), cook, part-time nurse, art, music, p.e., speech and library specialists.

OUTSIDE CONSULTANTS: One state level consultant.

NUMBER AND LEVEL OF STUDENTS INVOLVED: 43 students, K-6.

GENERAL PURPOSE OF PROGRAM: To promote positive student self-esteem.

OUTCOMES ANTICIPATED: Improved self-concept which will enable the child to feel more confident and productive.

MAJOR ACTIVITIES OR ELEMENTS: Many varied activities.

EVALUATION PLAN: Parent and student surveys, teacher observation.

EVALUATION OUTCOMES TO DATE: Ongoing.

FUNDING SOURCES: No additional costs involved.

SERVICES THAT MAY BE PROVIDED TO OTHERS: Self-esteem activities and ideas.

For further information, contact:
George Mathes
2830 A, South Hwy. 50
Gillette, WY 82716
(307)682-3076

A SENSIBLE SOLUTION: ELEMENTARY COMPUTER STUDENT AND TEACHER TRAINING PROGRAM

This program combines equal parts of training for teachers, training for students, and integration of technology into the existing curriculum. Utilizing the research on what creates effective change, the problem of infusing technology into the K-6 curriculum was undertaken. Elementary teachers, trained and certified in computer education comprised the backbone of the implementation plan.

SPECIAL TARGET GROUP: Elementary students and teachers.

SCHOOL UNITS INVOLVED: Twelve elementary schools.

POSITION OF DISTRICT EMPLOYEES INVOLVED: 63 Elementary teachers, state certified in computer education.

OUTSIDE CONSULTANTS INVOLVED: None.

NUMBER AND LEVEL OF STUDENTS INVOLVED: K-6 regular education and special education students. Estimate 6,000 total.

GENERAL PURPOSE OF PROGRAM: Integrate the computer into the elementary curriculum, simultaneously training teachers and students for computer literacy.

OUTCOMES ANTICIPATED: Integration of technology into K-6 grades.

MAJOR ACTIVITIES OR ELEMENTS: 1) Staff support and training; 2) Student support and training; 3) Curriculum development; 4) Technology integration; 5) Demonstration teaching.

EVALUATION PLAN: Yearly review by all district staff, parents and school board.

EVALUATION OUTCOMES TO DATE: 95% participation for both curriculum and training.

FUNDING SOURCES: $1.50/student for materials, local and board supported funding.

SERVICES THAT MAY BE PROVIDED TO OTHERS: Training in setting up a full scope K-6 program for teacher training and curriculum integration, curriculum guides and evaluation procedures.

For further information, contact:

Carolyn Jacobi
Education Technology Specialist
Jefferson Bldg.
21 St. Joseph St.
Rapid City, SD 57701
(605)394-4036

A SMALL SCHOOL WITH A MIDDLE SCHOOL

Big Horn School is actually composed of three separate programs housed in three facilities on the same campus. The elementary program shares a reading and p.e. teacher with the middle school and a music and art teacher with the middle and high school program. The middle school program has two core teachers and shares two other core teachers with the high school program. Other shared staff with either elementary or high school include p.e., art, music, library, home economics, industrial arts, health, reading, guidance, Spanish and special education. The high school facility also includes the cafeteria which is used by all three programs and a library and office which is shared with the middle school program.

SPECIAL TARGET GROUP: Grades 6,7, and 8.

SCHOOL UNITS INVOLVED: Big Horn Middle School.

POSITION OF DISTRICT EMPLOYEES INVOLVED: 21 teachers, staff and administration.

OUTSIDE CONSULTANTS INVOLVED: One state level consultant.

NUMBER AND LEVEL OF STUDENTS INVOLVED: 66 students, grades 6, 7,and 8.

GENERAL PURPOSE OF PROGRAM: To develop a program to better meet the needs of students in grades 6, 7, and 8.

OUTCOMES ANTICIPATED: Student growth in self confidence and responsibility; identification as a group and increased academic achievement.

MAJOR ACTIVITIES OR ELEMENTS: The program has all the components of the recommended middle school program even though we have a small number of students.

EVALUATION PLAN: 1) Annual SRA testing; 2) Northwest Regional Lab Evaluation of alternative schedule and effectiveness of middle school program.

EVALUATION OUTCOMES TO DATE: SRA test scores indicate student achievement increase. Parent, student surveys indicate a very favorable evaluation of program.

FUNDING SOURCES: District Budget.

SERVICES THAT MAY BE PROVIDED TO OTHERS: Presentation to community/school groups in small communities that are interested in changing from K-12 or K-6/7-12 configuration because of the particular needs of students in the middle.

For further information, contact:

John Baggett
P.O. Box 490
Big Horn, WY 82833
(307)674-8190

SOCIAL ENRICHMENT COUNSELING

The Social Enrichment Counseling program is designed to help the child become more aware of the relationship between him/herself, other people and his/her needs and goals. This program focuses on the child's self concept which is a primary source of motivation. Active counseling develops for the specific needs of the group and the individuals involved. This program developed from the need to recognize the affective as well as the cognitive domain and that the social and emotional development of the child should not be considered as incidental to his/her education.

SPECIAL TARGET GROUP: Grades 1-6.

SCHOOL UNITS INVOLVED: Elementary school.

POSITION OF DISTRICT EMPLOYEES INVOLVED: 1 counselor and 6 teachers.

OUTSIDE CONSULTANTS INVOLVED: Information and speakers may be used as needed.

NUMBER AND LEVEL OF STUDENTS INVOLVED: Approximately 80 students, grades 1-6.

GENERAL PURPOSE OF PROGRAM: A group counseling approach to help children with social/emotional problems that they encounter in everyday life.

OUTCOMES ANTICIPATED: Children will be able to develop a greater understanding and acceptance of self, develop coping abilities, and develop maturity of behavior by understanding choices and consequences.

MAJOR ACTIVITIES OR ELEMENTS: Presentation, explanation and discussion of varied topics.

EVALUATION PLAN: Evaluate growth of students in interpersonal relationships, growth in self-confidence exhibited in over all school improvement.

EVALUATION OUTCOMES TO DATE: Ongoing.

FUNDING SOURCES: $600 - $800 District General fund and Chapter 11 Federal Funds.

SERVICES THAT MAY BE PROVIDED TO OTHERS:

For further information, contact:

Paul S. Coleman
Mountain Valley RE-1
P.O. Box 127
Saguache, CO 81149

STUDENT COUNCIL

The concept of a volunteer student council came about as a result of a desire to eliminate the typical "popularity contest" school election and involve those students with a real desire to serve the school and community. Although there are no elections, standards and expectations placed on potential members insure an excellent group of students. All school activities are planned and implemented through an extensive committee system. Continued involvement in the student council requires students to maintain strong grades, good citizenship and a total commitment to council goals.

SPECIAL TARGET GROUP: Total student body.

SCHOOL UNITS INVOLVED: High School.

POSITION OF DISTRICT EMPLOYEES INVOLVED: One activities director.

OUTSIDE CONSULTANTS INVOLVED: None.

NUMBER AND LEVEL OF STUDENTS INVOLVED: Students grade 10-12.

GENERAL PURPOSE OF PROGRAM: To involve a large percentage of students in leadership positions and student government.

OUTCOMES ANTICIPATED: Leadership and organizational skills inherent in accepting positions of responsibility.

MAJOR ACTIVITIES OR ELEMENTS: Wide range of school and community activities.

EVALUATION PLAN: Council goals and objectives.

EVALUATION OUTCOMES TO DATE: Positive.

FUNDING SOURCES: District provides minimal funding, remainder is raised through activities.

SERVICES THAT MAY BE PROVIDED TO OTHERS:
For further information, contact:
Mike Burg
Central High School
Grand Forks, ND 58201
(701)746-2375

SUITCASE EXHIBITS FOR NORTH DAKOTA

This exciting program can be established within any state or local area. From the series of twelve thematic exhibits, teachers will discover themes that dovetail with state and local history curricula. Materials encourage students to think about familiar, everyday things in their own communities. Students can handle objects and consider new understandings of the people who shaped their heritage.

SPECIAL TARGET GROUP: Programs vary for grades 2-8.

SCHOOL UNITS INVOLVED: Not applicable.

POSITION OF DISTRICT EMPLOYEES INVOLVED: Not applicable.

OUTSIDE CONSULTANTS INVOLVED: None.

NUMBER AND LEVEL OF STUDENTS INVOLVED: Varies.

GENERAL PURPOSE OF PROGRAM: To enrich curriculum, extend social studies and history curriculum by introducing two-week study units focused on local history, prepare students for field-study visits to historic sites within state, create formal and informal exhibits that peak student curiosity during related studies.

OUTCOMES ANTICIPATED: Increased interest, learning and knowledge about local heritage.

MAJOR ACTIVITIES OR ELEMENTS: Twelve thematic exhibits containing artifacts, photographs, information cards, and teacher guides.

EVALUATION PLAN: Feedback and utilization of exhibits.

EVALUATION OUTCOMES TO DATE: Positive.

FUNDING SOURCES: Funded by a grant from the Institute of Museum Services.

SERVICES THAT MAY BE PROVIDED TO OTHERS:
For further information, contact:
James E. Sperry
Education & Interpretation Division
State Historical Society of North Dakota
North Dakota Heritage Center
Capitol Grounds
Bismarck, ND 58505
(701)224-2799

TEACHERS OF THE VISUALLY HANDICAPPED

The Barkley Center Department of Special Education and Communication Disorders of the University of Nebraska-Lincoln, in cooperation with the Nebraska School for the Visually Handicapped and the Nebraska Department of Education, Comprehensive System of Personnel Development and the Deaf/Blind Project, offers a series of courses on teaching the visually handicapped. The courses have been designed to provide a two-summer sequence of course work leading to state endorsement in the area of visually handicapped.

SPECIAL TARGET GROUP: Preparation of teachers for the visually handicapped.

SCHOOL UNITS INVOLVED: Department of Special Education/Teachers College.

POSITION OF DISTRICT EMPLOYEES INVOLVED: One coordinator.

OUTSIDE CONSULTANTS INVOLVED: Five University of Nebraska faculty per summer.

NUMBER AND LEVEL OF STUDENTS INVOLVED: 15-20 teachers/graduate students per summer session.

GENERAL PURPOSE OF PROGRAM: Course work leading to certificate endorsement as teacher of the visually handicapped and inservice.

OUTCOMES ANTICIPATED: Increase number of teachers and service quality to visually handicapped students.

MAJOR ACTIVITIES OR ELEMENTS: Ten one-week courses taught by experts as guest faculty. Includes use of Computer adaptations for visually impaired students, Braille, CCTV and more.

EVALUATION PLAN: Evaluation of instructors and program, follow-up evaluation of participants included.

EVALUATION OUTCOMES TO DATE: Positive, ongoing. Instructors are held in high regard by colleagues for skills learned.

FUNDING SOURCES: Some funding for teachers/students available.

SERVICES THAT MAY BE PROVIDED TO OTHERS:
For further information, contact:
Dewain Alcorn
318 Barkley Center
University of Nebraska-Lincoln
Lincoln, NE 68583
(402)472-5495

TEAM ESTEEM

"Making the Connection...Team Esteem" programs are a variety of programs designed to enhance self-esteem and address a variety of needs of teens. Research demonstrates that the level of a youth's self-esteem is a key factor in how they related to others and react to problems. The programs create an awareness of the importance of self-esteem and its relationship with others; aid in applying prevention education relating to chemical use and abuse, suicide, and related topics; and life skills.

SPECIAL TARGET GROUP: Adolescents.

SCHOOL UNITS INVOLVED: Secondary level.

POSITION OF DISTRICT EMPLOYEES INVOLVED: Not applicable.

OUTSIDE CONSULTANTS INVOLVED: State Extension staff.

NUMBER AND LEVEL OF STUDENTS INVOLVED: Not applicable.

GENERAL PURPOSE OF PROGRAM: Provide a resource to communities for programs related to teen issues.

OUTCOMES ANTICIPATED: Increased self-esteem of teenagers.

MAJOR ACTIVITIES OR ELEMENTS: Workshops are available for small groups and classrooms. Training for educators, volunteer leaders, parents and other interested people. Self study video tape available.

EVALUATION PLAN: Feedback, need for and utilization of program and training.

EVALUATION OUTCOMES TO DATE: Positive.

FUNDING SOURCES: Supported by various foundations and funding by Section 1440 of the Food Security Act of 1985.

SERVICES THAT MAY BE PROVIDED TO OTHERS: Training for educators, volunteer leaders, parents and other interested people, self study video tape program which includes leader's guide, activity sheet, circular, summary and evaluation sheet.

For further information, contact:

Linda Holm-Peterson
Program Coordinator
RR 2 Box 2
Verona, ND 58490
(701)432-5571

TWO YEAR READING PROGRAM

The unique quality of this program is that middle schoolers receive instruction at their need level and advance at their ability level instead of being limited to a grade level. The second outstanding feature of this program is the reliance on library reading to build reading skills and increase interest in reading. Middle schoolers learn that reading is not just a subject or course taught, but a skill to be used.

SPECIAL TARGET GROUP: All middle schoolers including L.D., EMH, Chapter 1 students.

SCHOOL UNIT INVOLVED: Middle school.

POSITION OF DISTRICT EMPLOYEES INVOLVED: Twelve teachers.

OUTSIDE CONSULTANTS INVOLVED: None.

NUMBER AND LEVEL OF STUDENTS INVOLVED: Approximately 190 students grades 5-8.

GENERAL PURPOSE OF THE PROGRAM: Get one year growth in reading from all students.

OUTCOMES ANTICIPATED: Less than 5% of students below 8th grade reading level by the end of 8th grade. All students make gains in reading ability.

MAJOR ACTIVITIES OR ELEMENTS: 1) Grouping by ability; 2) Regrouping quarterly; 3) Library component; 4) Remediation in addition to group instruction.

EVALUATION PLAN: SRA results, Number of library books read.

EVALUATION OUTCOMES TO DATE: Successful...data available.

FUNDING SOURCES: Building level budget.

SERVICES THAT MAY BE PROVIDED TO OTHERS: 1) Share results; 2) Consultation; 3) School visit.

For further information, contact:

Marilyn Jost
Hillsboro Middle School
Jefferson and Grand
Hillsboro, KS 67063
(316)947-3297

VOCATIONAL ASSESSMENT - SECONDARY SPECIAL NEEDS

The Vocational Assessment Mobil Unit is designed to provide a screening assessment in the areas of vocational aptitude, interest, awareness, and individual needs for secondary special needs students. The Assessment Program operates from a 32' custom designed trailer which allows rural school districts to access the service without the inconvenience of sending students away from the home district. This program can be easily replicated provided the funding is available to purchase the necessary equipment. Once this is accomplished, the cost for the service will cover the staff time and travel expenses.

SPECIAL TARGET GROUP: Secondary special needs students, age 14-21.

SCHOOL UNITS INVOLVED: 12 school districts and Cooperative Day Program.

POSITION OF DISTRICT EMPLOYEES INVOLVED: Three instructors.

OUTSIDE CONSULTANTS INVOLVED: None.

NUMBER AND LEVEL OF STUDENTS INVOLVED: 250 students from September 1987 to present. Levels range from mild M.R. to gifted.

GENERAL PURPOSE OF PROGRAM: Provide vocational assessment data for individual students, parents and school personnel.

OUTCOMES ANTICIPATED: Improved program placement and employability skills training for special needs students.

MAJOR ACTIVITIES OR ELEMENTS: Vocational assessment covers aptitudes, interests, awareness, and individual needs.

EVALUATION PLAN: A yearly survey is conducted with consumers of the Vocational Assessment Service.

EVALUATION OUTCOMES TO DATE: First survey resulted in an average scope of 4.1 on 5 point scale.

FUNDING SOURCES: $50,000 grant to purchase the vehicles and evaluation equipment provided by South Dakota Division of Vocational Education.

SERVICES THAT MAY BE PROVIDED TO OTHERS: Assessment service is available to any SD school district at a cost of $150.00/student.

For further information, contact:

Jim Wika
Box 218
Sturgis, SD 57785

THE WALKING ME MUSEUM

There are many ways to define history, but no matter what definition is chosen, the stem of history is the story of people, in our community, in our state, in our world, but especially in our families. What better place than beginning to search our family's heritage for the roots of history? After all, people make history happen. This unit on "Heritage" involves students in the heritage process more than merely plotting names and family origins on a genealogy chart.

SPECIAL TARGET GROUP: History students.

SCHOOL UNITS INVOLVED: History Departments.

POSITION OF DISTRICT EMPLOYEES INVOLVED: One history teacher.

OUTSIDE CONSULTANTS INVOLVED: Local members of community.

NUMBER AND LEVEL OF STUDENTS INVOLVED: Applicable to various levels.

GENERAL PURPOSE OF PROGRAM: Provide students with the chance to show and experience history instead of merely reading about it.

OUTCOMES ANTICIPATED: Personalized interest in history. Increased self-esteem.

MAJOR ACTIVITIES OR ELEMENTS: Each class is responsible for a museum exhibit depicting a variety of historic concerns, past and present. Student assignments and projects.

EVALUATION PLAN: Student work, exhibits.

EVALUATION OUTCOMES TO DATE: Positive.

FUNDING SOURCES: Local.

SERVICES THAT MAY BE PROVIDED TO OTHERS:
For further information, contact:
Mary Sedersten
Sutton Public School
Sutton, NE 68975
(402)773-4303

WELDING

This program addresses the problem small rural schools have when there are not enough students to hire a full time teacher for a specific program area, while community need for a specific skill is high. In this case, where welding skills are in demand, cooperation with several resources works toward meeting this need while saving students between $2,000 - $3,000. Agreements are made with both in state and out of state welding schools.

SPECIAL TARGET GROUPS: Students interested in a career in welding. Program also works with Learning Disabled students.

SCHOOL UNITS INVOLVED: Vocational Agriculture Department.

POSITION OF DISTRICT EMPLOYEES INVOLVED: Coordinator/teacher (1).

OUTSIDE CONSULTANTS INVOVLED: Seven person advisory council.

NUMBER AND LEVEL OF STUDENTS INVOLVED: Facility may be used by 45 students.

GENERAL PURPOSE OF PROGRAM: To train students in welding skills.

OUTCOMES ANTICIPATED: The students are able to weld at their level of capability with completion of class.

MAJOR ACTIVITIES OR ELEMENTS: Completion of skills at own speed and capabilities. Individualized instruction.

EVALUATION PLAN: Based on percent of students that use welding after they graduate or grow to become professional welders.

EVALUATION OUTCOMES TO DATE: Seventy percent of students that complete the program use welding in their profession.

FUNDING SOURCES: Approximately $7,000 school funded.

SERVICES THAT MAY BE PROVIDED TO OTHERS:
For further information, contact:
Duane Watkins
Lucerne Rte.
Thermopolis, WY 82443
(307)864-3058

WILSON LAKE EXCURSION

A number of learning games, situations and activities comprise the Wilson Lake Excursion for junior high school students in Wilson, Kansas. The students have fun on nature trails, learning different plant-animal relationships, building and flying kites made from garbage bags. The students play the ancients and talk about star groups in the sky. They transform into bats and moths and realized the food chain process. They imagine themselves as squirrels and proceed through a day's activities. These and other nature oriented activities comprise a very rewarding weekend.

SPECIAL TARGET GROUP: Junior High Science.

SCHOOL UNITS INVOLVED: Science.

POSITION OF DISTRICT EMPLOYEES INVOLVED: Science Instructors (2), English Instructor (1), Principal (1).

OUTSIDE CONSULTANTS INVOLVED: Two state level consultants.

NUMBER AND LEVEL OF STUDENTS INVOLVED: 15 students, junior high level.

GENERAL PURPOSE OF PROGRAM: Learning of outdoor activities and events in nature.

OUTCOMES ANTICIPATED: Enthusiasm for science and application of science concepts learned.

MAJOR ACTIVITIES OR ELEMENTS: Nature activities.

EVALUATION PLAN: Student and teacher evaluations.

EVALUATION OUTCOMES TO DATE: Desire to repeat experience.

FUNDING SOURCES: $15.00 per student, paid by student.

SERVICES THAT MAY BE PROVIDED TO OTHERS:
For further information, contact:
Albert Schendel
Box 203
Wilson, KS 67490
(913)658-3558

WOMEN AND MINORITIES IN ADMINISTRATION

This program provides a means for women and minorities to obtain a Master's degree in Elementary or Secondary Administration by offering classes on weekends and incorporating innovative leadership course specifically designed for minorities and women. The program is designed to support and encourage women and minorities through their educational administration programs by providing an extensive networking and mentorship program as well as giving the participants the opportunity to observe exemplary school districts and meet educators well-versed in instructional and situational leadership styles and techniques.

SPECIAL TARGET GROUP: Women and minorities.

SCHOOL UNITS INVOLVED: Not applicable.

POSITION OF DISTRICT EMPLOYEES INVOLVED: Not applicable.

OUTSIDE CONSULTANTS INVOLVED: Seven faculty from South Dakota State University.

NUMBERS AND LEVEL OF STUDENTS INVOLVED: 36 graduate students.

GENERAL PURPOSE OF PROGRAM: Provide a means for women and minorities who are traditionally under represented in our state to obtain administrative certification.

OUTCOMES ANTICIPATED: Upon graduation, participants will be able to obtain leadership positions and become effective leaders.

MAJOR ACTIVITIES OR ELEMENTS: Complete course work and assignments of the project.

EVALUATION PLAN: Currently, participant feedback. Long term evaluation through leadership positions gained by participants.

EVALUATION OUTCOMES TO DATE: Excellent support and encouragement from practicing administrators, consultants and instructors.

FUNDING SOURCES: Title IV Civil Rights, National Origin and Sex Desegregation Proposal, U.S. Department of Education.

SERVICES THAT MAY BE PROVIDED TO OTHERS:
For further information, contact:
Ms. Margo Neuhauser
700 Governors Dr., Kneip Building
Pierre, SD 57501
(605)773-4257

THE WRITING TEACHER WRITES

Many students, even students who like school very much, groan at the thought of writing something down on paper. This program provides modeling for excellent writing. The teachers may share their own writing, including rough drafts, revisions and finished products or even compose in front of the class on overhead transparencies.

SPECIAL TARGET GROUP: This procedure was used with students in grade ten, but it could be used at several grade level.

SCHOOL UNITS INVOLVED: English Department.

POSITION OF DISTRICT EMPLOYEES INVOLVED: English teacher (1).

OUTSIDE CONSULTANTS INVOLVED: None.

NUMBER AND LEVEL OF STUDENTS INVOLVED: Composition Classes at tenth grade level.

GENERAL PURPOSE OF THE PROGRAM: Help students, both in reading and in writing, to experience the written work with renewed enthusiasm and sense of purpose.

OUTCOMES ANTICIPATED: Increased composition skills.

EVALUATION PLAN: Monitor student compositions.

EVALUATION OUTCOMES TO DATE: Successful.

FUNDING SOURCES: Not applicable.

SERVICES THAT MAY BE PROVIDED TO OTHERS:
For further information, contact:
Susan Lamphiear
Columbus Senior High School
Columbus, NE 68601
(402)564-3224

YOUTH PROGRAMS

Resources within the community can provide students and the greater community with a variety of activities to supplement the curriculum. Organized events with different community leaders provide students with positive events and positive learning experiences not found within the basic school program with a limited budget.

SPECIAL TARGET GROUP: Grades K-6.

SCHOOL UNITS INVOLVED: Elementary, Junior and Senior High.

POSITION OF DISTRICT EMPLOYEES INVOLVED: None.

NUMBER OF OUTSIDE CONSULTANTS INVOLVED: Varies.

NUMBER AND LEVEL OF STUDENTS INVOLVED: Varies.

GENERAL PURPOSE OF THE PROGRAM: Provide extracurricular activities.

OUTCOMES ANTICIPATED: Community involvement in school programs, more recognition for academics, build foundation for junior and senior high experiences, good public relations with community.

MAJOR ACTIVITIES OR ELEMENTS: Meet with community people/resources to become involved in activity, i.e. sports skill building.

EVALUATION PLAN: Monitor participation.

EVALUATION OUTCOMES TO DATE: Positive.

SERVICES THAT MAY BE PROVIDED TO OTHERS:
For further information, contact:
John Hamm
Skyline USD #438
Isabel KS 67065
(316)739-4543

SECTION TWO

NATIONAL RESOURCES FOR RURAL EDUCATORS FOR ALL STATES

ACTION AGENDA PROJECT

Works toward reform, innovation, and improvement of educational opportunities available to rural adult postsecondary learners.

Sue C. Maes
1221 Thurston
Manhattan, KS 66502
(913)532-5866

AMERICAN COUNCIL ON RURAL SPECIAL EDUCATION

Sponsors an annual national conference; has a newsletter, RuraLink.

National Rural Development Institute
Western Washington University
Bellingham, WA 98225
(206)676-3576

CENTER FOR EXCELLENCE/RURAL EDUCATION PROJECT

A five-part program for the creation of programs for excellence in rural education; has a newsletter, Road to Excellence.

J.E. Potterfield
Francis Marion College
Florence, SC 29501
(803)669-4121

CENTER FOR RESEARCH ON RURAL EDUCATION

Provides individual service contracts, initiates research in rural education.

Dennis Neems
213 Reid
Montana State University
Bozeman, MT 59717-0006
(406)994-3711

CENTER FOR RURAL EDUCATION AND SMALL SCHOOLS

Sponsors an annual conference; has a newsletter, Education RFD

Jerry Horn
College of Education
Kansas State University
Manhattan, KS 66506
(913)532-5886

CENTER FOR RURAL WOMEN
Provides research, outreach, training and networking.

Eloise Murray
201 Agricultural Administration Building
The Pennsylvania State University
University Park, PA 16802
(814)863-4364

COMMUNICATING FOR AGRICULTURE
Sponsors specialized activities for rural education; has a newsletter, Communicating for Agriculture.

Keigh Hubel
P.O. Box 677
Fergus Falls, MN 56537
(218)739-3241

CONSORTIUM OF HIGHER EDUCATION RURAL PROGRAM ADMINISTRATORS
Forum for exchanging ideas, practices, policies, and issues.

Joe Newlin
National Rural Education Association
Colorado State University
Fort Collins, CO 80523
(303)491-7022

COUNCIL OF BETTER BUSINESS BUREAUS, INC.
Offers a variety of consumer education programs and materials.

1515 Wilson Boulevard
Suite 300
Arlington, VA 22209
(703)276-0100

DEPARTMENT OF EDUCATION INTRA-AGENCY COMMITTEE ON RURAL EDUCATION
Meets bi-monthly to review federal programs with rural education components.

Duane M. Nielsen
Office of Vocational and Adult Education
U.S. Dept. of Education
Reporters Building, Room 519
Washington, DC 20202-5516
(202)732-2350

DESEGREGATION ASSISTANCE CENTER

Provides training, technical assistance and information dissemination to state and local agencies on race, sex and national origin equity.

Shirley D. McCune, Director
4709 Belleview Ave.
Kansas City, MO 64112
(816)472-0903

ERIC CLEARINGHOUSE ON RURAL EDUCATION AND SMALL SCHOOLS

Co-sponsors annual conference; has a news bulletin, CRESS-NOTES.

ERIC/CRESS
Appalachie Educational Laboratory
P.O. Box 1348
Charleston, WV 25325
(304)347-0400

FAMILY/SCHOOL PARTNERSHIP PROGRAMS THROUGHOUT THE COUNTRY

Resources for ideas on developing parental involvement programs in the school, and for helping children at home.

Center for Parent/Community participation in
Effective Schools
San Diego County Office of Education
Janet Chrispeels
6401 Linda Visa Road, Room 405
San Diego, California 92111
(619)292-3620

The Home and School Institute, Inc.
Special Projects Office
Dorothy Rich
1201 16th St. NW
Washington, D.C. 20036
(202)466-3633

Institute for Responsive Education
Owen Heleen
605 Commonwealth Ave.
Boston, MA 02215
(617)353-3309

National Committee for Citizens in Education
Dept. P-S
10840 Little Patuxent Parkway, Suite 301
Columbia, MD 21044-3199
Attention: Nancy Berla
(301)997-9300

National Community Education Association
Bill DeJong
119 North Payne St.
Alexandria, VA 22314
(703)683-6232

National Information Center for Handicapped
Children and Youth
Box 1492
Washington, D.C. 20013
(703)893-6061

Parents In Touch
Izona Warner
901 North Carollton Ave.
Indianapolis, IN 46202
(317)226-4134

Partners In Learning
Dr. Judith Lawrence
225 W. State St.
CN 500
Trenton, NJ 08625-0500
(609)292-1846

Reading is Fundamental, Inc. (RIF)
600 Maryland Ave., SW
Suite 500
Smithsonian Institution
Washington, D.C. 20560
(202)287-3220

Say Yes to a Youngster's Future Program
Joann Stevens
1120 G Street, NW
Suite 900
Washington, D.C. 20005
(202) 682-2990

School-Family Connections Project
Dr. Joyce Epstein
Johns Hopkins University
Center for Research on Elementary and
Middle Schools
3505 North Charles St.
Baltimore, MD 21218
(301)338-7570

FEDERAL AGENCIES
Offer a variety of educational materials and information.

Commission of Civil Rights
1121 Vermont Ave., N.W.
Washington, DC 20425
(202)376-8177

Consumer Information Center
Pueblo, CO 81009

Consumer Product Safety Commission
Product Safety Hotline
Washington, DC 20207
1-800-638-CPSC

Inspector General's Hotline
Office of Inspector General
Department of Agriculture
P.O. Box 23399
Washington, DC 20026
1-800-424-9121

Office of the Consumer Advisor
Department of Agriculture
Washington, DC 20250
(202)382-9681

Office of Visitor Information
Department of Agriculture
Washington, DC 20250
(202)447-2791

Bureau of the Census
Customer Services
Date User Services Division
Deparment of Commerce
Washington, DC 20233
(301)763-4100

National Weather Service
Department of Commerce
Washington, DC 20901
(301)427-7258

Office of Metric Programs
Department of Commerce
Room H4082
Washington, DC 20230
(202)377-0944

Patent and Trademark Office
Department of Commerce
Washington, DC 20231
(703)557-3341

Clearinghouse on the Handicapped
Department of Education
Mail Stop 2319
Washington, DC 20202
(202)732-1250

Federal Student Financial Aid Program
Department of Education
Department CY 86
Pueblo, CO 81009
(301)984-4070

National Clearinghouse on Bilingual Education Hotline
Department of Education
11501 Georgia Ave.
Wheaton, MD 20902
1-800-647-0123

AIDS HOTLINE
1-800-342-AIDS

CANCER HOTLINE
1-800-4-CANCER

Hill-Burton Free Hospital Care Hotline
1-800-638-3986

National Runaway Switchboard
1-800-621-4000

Asbestos Hotline
1-800-334-8571, ext. 6741

Safe Drinking Water Hotline
1-800-426-4791

Health Standards and Quality Bureau
Department of Health and Human Services
6325 Security Boulevard
Baltimore, MD 21207
(301)594-7940

National Center on Child Abuse and Neglect
Department of Health and Human Services
P.O. Box 1182
Washington, DC 20013
(202)245-2856

National Health Information Center
P.O. Box 1133
Washington, DC 20013
1-800-336-4797

President's Council on Physical Fitness and Sports
Department of Health and Human Services
450 5th St., N.W.
Washington, DC 20001
(202)272-3430

Passport Services
Department of State
1425 K St., N.W.
Washington, DC 20524
(202)523-1355

Visa Services
Department of State
Washington, DC 20520
(202)663-1972

Small Business Administration
Office of Consumer Affairs
1441 L St. N.W.
Room 503-D
Washington, DC 20416
(202)653-6170

United States Postal Service
Washington, DC 20260-2100
(202)268-4267

Veterans Administration
Consumer Affairs annd Internal Communications
Service (003D)
Washington, DC 20420
(202)233-2843

FEDERAL GOVERNMENT PHONE NUMBERS

(All are in area code 202).

Senators, Representatives, Committees, or Subcommittees in the United States Capital: 224-3121

To check the status of legislation: 225-1772

To check legislative activity on the floor of the Senate:
Republican Cloakroom: 224-8601
Democratic Cloakroom: 224-8541

To check legislative activity on the floor of the House of Representatives:
Democratic Cloakroom: 225-7400
Republican Cloakroom: 225-7430

To check availability of copies of bills and reports:
Senate Document Room: 224-7860
House Document Room: 225-3456

To ascertain whether the President has signed a specific bill: 783-2226

To contact the White House: 456-1414

Public information at the Supreme Court: 479-3211

HUMAN SERVICES IN THE RURAL ENVIRONMENT

Quarterly professional journal dedicated to the concerns of people living in rural areas. Subscriptions available at cost of $20.00/year.

HSITRE
Inland Empire School of Social Work
and Human Services
Eastern Wasshington University
MS-19
Cheney, Washington 99004

INSTITUTE FOR COMMUNITY AND AREA DEVELOPMENT

Promotes rural economic/educational development activities through non-profit corporation.

Paul De Largy
Center for Commuity Education
Chicopee Complex
University of Georgia
Athens, GA 30602
(404)542-8467

MID-CONTINENT REGIONAL EDUCATIONAL LABORATORY

Works toward improvment of rural education in the seven-state McREL region; activities include developing shared programs and alternative delivery systems for rural schools. Has developed a network of rural schools, institutions of higher education, and state education agencies.

Paul Nachtigal, Director
Rural Education
12500 E. Iliff #201
Aurora, CO 80014
(303)332-0990

NATIONAL CENTER FOR SMALLER SCHOOLS

Conducts research relative to needs and opportunities in small schools.

Weldon Beckner
College of Education
Texas Tech University
P.O. Box 4560
Lubbock, TX 79409
(806)742-2391

NATIONAL EDUCATION RESEARCH CONSORTIUM

Provides research data banks, conducts national studies, forms collaborative teams.

National Rural Development Institute
Western Washington University
Bellingham, WA 98225
(206)676-3576

NATIONAL RURAL DEVELOPMENT INSTITUTE

Houses a variety of programs and services for rural practitioners and teacher educators such as the National Rural Education Job Search, and the National Rural Teacher Education Consortium.

Western Washington University
Bellingham, WA 98225
(206)676-3576

NATIONAL RURAL EDUCATION ASSOCIATION

Sponsors annual national conference; publishes REA NEWS Newsletter, and the journal, The Rural Educator.

Joe Newlin, Executive Director
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OFFICE FOR RURAL EDUCATION

Sponsors an annual conference; has a newletter, ORE Update.

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PARTNERSHIP FOR RURAL IMPROVEMENT

Consortium of higher education institutions and community service organizations to work toward rural development; sponsors an annual conference; has a newsletter, Community Service Forum Newsletter.

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(509)335-5509

PEOPLE UNITED FOR RURAL EDUCATION

Acts as a grass root advocacy group for rural education in the Iowa legislature. Provides consultation to similar groups in other states. Sponsors an annual conference; has a newsletter, PURE Newsletter.

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Conrad, IA 50621
(515)366-2863

PUBLICATIONS/JOURNALS CONCERNING RURAL EDUCATION

Appalachia
Appalachian Regional Commission
1666 Connecticut Ave., N.W.
Washington, D.C. 20235

Human Services in the Rural Environment
Inland Empire School of Social Work and Human Services
Eastern Washington University
Cheney, WA 99004

Journal of Rural Community Psychology
California School of Professional Psychology-Fresno
1350 M St.
Fresno, CA 93721

Rural Sociology
The Rural Sociological Society
Department of Sociology
Montana State University
Bozeman, MT 59717

Research in Rural Education
College of Education
University of Main at Orono
Orono, ME 04469

Journal of Rural and Small Schools
National Rural and Small Schools Consortium
Miller Hall 359
Western Washington University
Bellingham, WA 98225

Rural Development Perspectives
United States Department of Agriculture
1301 New York Ave., N.W.
Washington, DC 20005-4788

The Rural Educator
National Rural Education Association
Colorado State University
Education Building
Fort Collins, CO 80523

RURAL AMERICAN WOMEN, INC.

Rural women's network.

Marie Cirillo, President
P.O. Box 34
Clairfield, TN 37751

RURAL DEVELOPMENT POLICY PROJECT

Conducts research into all elements affecting rural development, including education.

Edward J. Blakely
Institute for Government Studies
University of California, Berkeley
Berkeley, CA 94720
(415)642-1776

RURAL DISTRICT FORUM OF THE NATIONAL SCHOOL BOARDS ASSOCIATION

Sponsors workshops at the annual NSBA convention, sponsors an annual conference; has a newsletter, Rural District Forum Newsletter.

Sandra Heningburg
1680 Duke St.
Alexandria, VA 22314
(703)838-NSBA

RURAL EDUCATION DEVELOPMENT CENTER

Provides staff development, sponsors workshops, coursework and opportunities for program development; has a newsletter, Rural Education Review.

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Eastern Oregon State College
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RURAL EDUCATION CENTER

Provides technical assistance to rural and small schools; sponsors an annual conference.

Keigh Hubel
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RURAL EDUCATION PROJECT

Sponsors an annual conference, shares a newsletter called ACCESS Reporter with the Alabama Coalition of Citizens for Excellence in Small Schools.

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RURAL SERVICES INSTITUTE

Provides resources and services; has a newsletter, The Rural Services Institute Newsletter.

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Mansfield, PA 16933
(717)662-4214

RURAL SOCIOLOGICAL SOCIETY

Sponsors an annual conference; has news bulletin, The Rural Sociologist; has a journal, Rural Sociology.

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SCHOOLS FOR QUALITY EDUCATION
Acts as an advocate for legislation affecting rural and small schools.

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SMALL DISTRICT ADMINISTRATORS OF THE AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS
Sponsors an annual national conference; has a newsletter, The Small School District Administrator.

Walter Turner
1801 N. Moore St.
Arlington, VA 22209
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SMALL SCHOOLS RESOURCE CENTER
Conducts research, holds job fair, provides inservice training.

Ivan Muse
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Brigham Young University
Provo, UT 84602
(801)378-6030

SPECIAL INTEREST GROUP ON RURAL EDUCATION OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION
Sponsors symposia, paper sessions, and other special sessions at AERA's annual meeting; has a newsletter, AERA Rural Education SIG Newsletter.

SIG Newsletter
Rural Small Schools Program
Appalachia Educational Laboratory
P.O. Box 1348
Charleston, WV 25325
(304)347-0400

UNIVERSITY FOR MAN
Focuses on community education efforts. Emphasizes use of community resources to respond to community needs; has a newsletter, Rural Community Education Report.

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Science and Education
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Farmers Home Administration
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Office of Energy
(202)447-2634

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Southeast Kansas Regional Educational Service Center
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(308)938-3825

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Center for Rural Education and Small Schools
Kearney State College
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(308)234-8512

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Teacher Centers

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(308)254-4677

National Diffusion Network

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Lincoln, NE 68509
(402)471-3440

Educational Service Units

Unit #1-Cedar, Dakota, Dixon, Knox, Thurston and Wayne Counties
301 Main St.
Wakefield, NE 68784
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Unit #2-Burt, Cuming, Dodge and Saunders Counties
RFD No. 6
2320 N. Colorado Ave.
Fremont, NE 68025
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(402)721-7710

Unit #3-Cass, Douglas, Sarpy and Washington Counties
4224 S. 133rd St.
Omaha, NE 68137
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(402)330-2770

Unit #4-Johnson, Nemaha, Pawnee, Otoe and Richardson Counties
919 16th St.
Auburn, NE 68305
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Unit #5-Gage, Jefferson and Thayer Counties
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Beatrice, NE 68310
(402)223-5277

Unit #6-Fillmore, Lancaster, Saline, Seward and York Counties
P.O. Box 10
Milford, NE 68405
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(402)761-3341

Unit #7-Boone, Butler, Colfax, Merrick, Nane, Platte, and Polk
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Columbus, NE 68601
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(402)564-5753

Unit #8-Antelope, Boyd, Madison, Pierce, Stanton and Wheeler
Third and Main
Neligh, NE 68756
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(402)887-5041

Unit #9-Adams, Clay, Hamilton, Southern Hall, Nuckolls & Webster
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Hastings, NE 68901
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(402)463-5611

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Hall, Sherman, and Valley Counties
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(308)995-6585

Unit #12-Box Butte, Dawes, Morrill, Sheridan, Sioux Counties
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Alliance, NE 69301
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(308)762-1430

Unit #13-Banner and Scotts Bluff Counties
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Scottsbluff, NE 69361
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(308)635-3696

Unit #14-Cheyenne, Deuel, Garden and Kimball Counties
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Sidney, NE 69162
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Unit #15-Chase, Dundy, Frontier, Hayes, Hitchcock, Red Willow
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Trenton, NE 69044
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Unit #16-Arthur, Grant, Hooker, Keith, Lincoln, Logan,Perkins, Thomas and McPherson Counties
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Ogallala, NE 69153
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(308)284-2900

Unit #17-Brown, Cherry, Keya Paha and Rock Counties
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Ainsworth, NE 69210
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(402)387-1420

Unit #18-School District of Lincoln
P.O. Box 82889
Lincoln, NE 68501
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(402)473-0238

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Omaha, NE 68131
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NORTH DAKOTA RESOURCES FOR EDUCATORS

Mid-Continent Regional Educational Laboratory

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Aurora, CO 80014
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Larry Hutchins, Executive Director
Robert Marzano, Director of Research
Shirley McCune, Director of State Policy
Paul Nachtigal, Director, Rural Education Programs
Jo Sue Whisler, Director of Communications and Service
Clare Heidema, CSMP

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Susan Everson, Field Services
Norma Watson, Administration

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University of North Dakota
Grand Forks, ND 58202
(701)777-2674

Dr. John Kincheloe
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State University of ND
Minot, ND 58701
(701)857-3150

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School of Education
North Dakota State University
Fargo, ND 58105
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North Central Association
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State Capital
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Professional Administrator Organization

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North Dakota Council of School Administrators
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Bismarck, ND 58501
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School Board Association

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Devils Lake, ND 58301
(701)662-4006, x36

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The Learning Tree
Box 153
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Dickinson, ND 58601
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Fargo, ND 58103
(701)241-4936

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Valley City State University
Valley City, ND 58072
(701)845-7221

Cindy Erbes
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1021 N. 11th St.
Wahpeton, ND 58075
(701)642-6741

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2900 E. 26th St.
Sioux Falls, SD 57103-4060
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Rutland, SD 57057-0089
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Platte, SD 57369-0218
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(605)337-2636

Northeast Educational Service Coop
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Hayti, SD 57241-0327
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Northwest Area Schools Coop
HCR 78, Box 7-B
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(605)374-3811

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Del Rapids, SD 57022-2009
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Beresford, SD 57004-2146
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Murdo, SD 57599-0109
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SECTION THREE

AVAILABLE FUNDING SOURCES FOR RURAL EDUCATION PROJECTS/RESEARCH

American Council on Industrial Arts
$500.00-$15,000 for industrial arts teachers.

c/o American Industrial Arts Association
1914 Association Dr.
Reston, VA 22091
(703)860-2100

American Indian Scholarships
Graduate Fellowship Program for American Indians

Oran LaPointe
4520 Montgomery Blvd. NE, Suite 1-B
Alburquerque, NM 87109
(505)881-4584

Council for Basic Education
Fellowships for secondary teachers to engage in eight weeks of full-time concentrated independent study on topics of their own choosing related to their teaching fields.

725 Fifteen St., N.W.
Washington, D.C. 20005
(202)347-4171

Department of Education, Office of Educational Research and Improvement
Educational Research Grant and Fellows Programs
Stipend awards range from $25,000 to $60,000 each

Shannon Weatherly
555 New Jersey Ave., N.W., Room 600
Washington, DC 20208
(202)357-6050

Department of Education, Office of Elementary and Secondary Education
Indian Education and Indian Fellowship Programs
Provides Individual or Advanced Study or Training to Indians (including Eskimos)

Dorothea Perkins
400 Maryland Ave. S.W
Washington, DC 20202
(202)732-1909

Institute for World Understanding of Peoples, Culture and Language
Grants from $520-$2,573 for linguistic research, education research and music education.

Bernard Agensky, President
939 Coast Boulavard, Apt. 19D
La Jolla, CA 92037

Institution for Education Leadership
$1,800 plus travel to 2 national meetings.
Provides policy making skills to education leaders.

1001 Connecticut Ave. N.W.
Suite 310
Washington D.C. 20036
(202)822-8405

National Academy of Education, Spencer Fellowships
25 grants of $25,000 available for research relevant to improvement of edcuation. For candidates with doctorate less than 5 years.

c/o Gail Keeley
Harvard Graduate School of Education
108 Longfellow Hall
Cambridge, MA 02138

National Association for Core Curriculum
Encourages research in core curriculum; under $500.00.

404 White Hall
Kent State University
Kent, OH 44242
(216)672-2792

National Association of Secondary School Principals
Learning Style Profile Research Funding

Dr. James W. Keefe, Director of Research
1904 Association Dr.
Reston, VA 22091
(703)860-0200

National Council of Teachers of English
Support for projects dealing with teaching of English; under $500.00.

111 Kenyon Rd.
Urbana, IL 61801
(217)328-3870

National Endowment for the Humanities
Various program grants offered in the humanities areas and for humanities instruction. Grants for summer seminars for secondary school teachers.

1100 Pennsylvania Ave., N.W.
Washington, D.C. 20506
(202)786-0438

National Foundation for the Improvement of Education
Promotes global education and/or international understanding. Awards of $2,500 educational improvement, teacher initiatives - all grades, all subjects.

1201 16th St. N.W.
Washington, D.C. 20036
(202)82207840

National Home Library Foundation
$1,000-$25,000 grants in support of libraries and new communications techniques.

Suite 600
1333 New Hampshire Ave., N.W.
Washington, D.C. 20036
(202)293-3860

National Science Foundation
Grants which vary in amount available for materials development, research and information science education.

1800 G Street, N.W.
Washington, D.C. 20550
(202)357-7452

National Science Teachers Association
All members of the science teaching community are eligible to apply for $1,000 cash award plus trip to NSTA National Convention. Various other awards available.

1742 Connecticut Ave. N.W.
Washington, D.C. 20009
(202)328-5800, ext. 38

Phi Lambda Theta
$2,500 awards for educational research projects.

4101 E. Third St.
Bloomington, IN 47401
(812)339-3411

School Management Study Group
Consulting services available to public schools to improve quality of education in the nation. Programs in leadership training, personnel evalution, program auditing and personnel searches.

860 18th Ave.
Salt Lake City, UT 84103
(801)532-5340

U.S. Department of Education
Various grants and awards available.

400 Maryland Ave., S.W.
Washington, D.C. 20202
(202)245-2181

Youth for Understanding International Exchange
Students on summer, semester and year programs live with volunteer host families overseas. Full-scholarships available.

International Center
3501 Newark St., N.W.
Washington, D.C. 20016-3167
(202)966-6800

EXEMPLARY PRACTICES AND PROGRAMS IN RURAL SCHOOLS
GUIDELINES FOR SOFTWARE USE

The Exemplary Programs and Practices disk package runs on Apple IIe with the Appleworks Integrated Software program. Follow all instructions of the Appleworks program as usual.

The Exemplary Programs and Practices disk package has been divided into three categories on five disks for ease of use. The package contains the following:

- DISK A - INDICES
  - FORWARD - Explanation, rational and welcome to the Exemplary Programs and Practice Project.
  - GUIDELINES - Guidelines to the content and use of Exemplary Programs and Practice computer package.
  - I. ALPHABET - Alphabetical index to the exemplary programs and practices.
  - II. SUBJECTS - Subject area index to the exemplary programs and practices.
  - III. STATES - Index to the exemplary programs and practices in the seven McREL states.
  - RESOURCES - Index of resources included for each McREL state as well as selected national resources. List of funding sources.
- DISK B - RESOURCES
  - ALL STATES - Listing of names, addresses and phone numbers for national resources.
  - AVAILABLE FUNDING - Funding sources for educational programs and research.
  - CO RESOURCES - Names, addresses and phone numbers for resources in Colorado.
  - KS RESOURCES - Names, addresses and phone numbers for resources in Kansas.
  - MO RESOURCES - Names, addresses and phone numbers for resources in Missouri.
  - ND RESOURCES - Names, addresses and phone numbers for resources in North Dakota.
  - NE RESOURCES - Names, addresses and phone numbers for resources in Nebraska.
  - SD RESOURCES - Names, addresses and phone numbers for resources in South Dakota.
  - WY RESOURCES - Names, addresses and phone numbers for resources in Wyoming.

- DISK C - Exemplary Programs and Practices A - D.

- DISK D - Exemplary Programs and Practices E - O.

- DISK E - Exemplary Programs and Practices P - Z.

SECTION 5

EXEMPLARY PRACTICES AND PROGRAMS IN RURAL SCHOOLS ALPHABETICAL LISTING

PRACTICE/PROGRAM PAGE

ACCESS - Greater Access to Postsecondary Education.......... 2

Adaptation for Teaching Multiplication/Division Facts....... 3

Alternative Learning Center................................ 4

Alternative Teacher Certification.......................... 5

American Studies... 7

Automation of Special Education Record Keeping............. 8

Career Development... 9

Career Ladders for Teachers................................ 10

Chapter I Basic Skills..................................... 11

Chapter I Learning Lab..................................... 12

Chapter I Math... 13

Chapter 1 Migrant Education Program/Regular Year........... 14

Chapter 1 Migrant Education Program/Summer................. 16

Chapter I Reading.. 18

Chapter I Reading for Independent Learning................. 19

Chapter I Reading Program.................................. 20

Children's Home Infant Reading Program..................... 21

Closed Circuit Video Microscopy............................ 22

Collaborative Team: Development in Early Childhood Education............................... 23

Community and Issue Based Economic Education............... 24

Community Resource Training................................ 25

Computer Aided Drafting.................................... 26
Computer Aided Instruction................................. 27
Computer Curriculum.. 28
Computer Curriculum in the Classroom....................... 29
Computer Education Through Practical Application........... 30
Computer Generated Worksheets.............................. 31
Computer Managed Instruction: Math......................... 32
Cooperative Learning....................................... 33
Coupon Calculation: A Community Co-op...................... 34
Criminal Justice Class..................................... 35
Curriculum Accountability.................................. 36
Day Care Program... 37
Distance Learning Project.................................. 38
Early Retirement Plan...................................... 39
Education Residents in Kindergarten........................ 40
Educational Plan of Service................................ 41
Elementary Art Program..................................... 42
Elementary Media Center.................................... 43
Elementary School Climate Control.......................... 44
Elementary Science... 45
Employability Skills and Career Awareness.................. 46
Enhancing the Curriculum Through Long-Distance Learning..... 47
Entry Year Assistance...................................... 48
Exemplary Educational Grant System......................... 49
Friday Activities.. 50
From Andrew County to the Artic............................ 51

Gifted and Talented Program.............................. 52

Heads Up...Higher Education Among Diversified Schools....... 53

Help One Student to Succeed.............................. 54

High School Art.. 55

High School Resource Room - Peer Tutoring Explored.......... 56

I'm in Charge.. 57

Improving Student Composition Skills by Studying
Nebraska Authors... 58

Improving Writing by Publishing........................... 59

Increasing Parent Participation........................... 60

INNER PLUS - Personal Development Seminars................. 61

Language Arts.. 62

Library Media Program.................................... 63

Life Science Program..................................... 64

Metra Companion Reading Program........................... 65

Middle School Exploratory Program......................... 66

Multi-Sensory Social Studies.............................. 67

Natural, Earth/Space Sciences............................. 68

Nontraditional Auto Mechanics............................. 69

The Oral History Opinion Poll............................. 70

Parent Involvement Program................................ 71

Parents as Reading Partners............................... 72

Parent As Teacher Program................................. 73

Peer Analysis/Peer Coaching............................... 75

Peers Responsibly Educating Peers......................... 76

People Forget; the Book Remembers......................... 77

Photography.. 78

A Picture is Worth a Thousand Words........................ 79

Popular Music: Incentive in the Teaching of Poetry......... 80

Primary Grades - Teamwork.................................. 81

Project Challenge.. 82

Reach for a Rainbow Week................................... 83

Read Aloud Program... 84

Reading Centers.. 85

Reading Each Afternoon Creates Happiness................... 86

Reading With the Authors................................... 87

3 R's - Ropes, Rocks, Risks................................ 88

School Academies... 89

School/Community Team Training - Prevention Education....... 90

School Facilities.. 91

School Transition to Employment Partnership................ 92

Science Activities Modules................................. 93

Self-Esteem (K-6).. 94

A Sensible Solution: Elementary Computer Student and
Teacher Training Program................................... 95

A Small School With a Middle School........................ 96

Social Enrichment Counseling............................... 97

Student Council.. 98

Suitcase Exhibits for North Dakota......................... 99

Teachers of the Visually Handicapped....................... 100

Team Esteem.. 101

Two Year Reading Program................................... 102

Vocational Assessment - Seconadary Special Needs............ 103
The Walking Me Museum..................................... 104
Welding... 105
Wilson Excursion.. 106
Women and Minorities in Administration.................... 107
The Writing Teacher Writes................................ 108
Youth Program... 109

SECTION 6

EXEMPLARY PRACTICES AND PROGRAMS IN RURAL SCHOOLS SUBJECT AREA ANNOTATED LISTING

SUBJECT AREA	PAGE
Academic Planning	
Cooperative Learning. Achievement will be greater when learning situations are structured cooperatively rather than competitively or individually	33
Curricular Accountability. Provides teacher and community feedback on the effectiveness of curriculum programs and innovations	36
Distance Learning Project. Provide basic college prep and foreign language education not covered at the local level, via hi-tech	38
Educational Plan of Service. Organized approach to curriculum development which provides a process for initiating change and improvement	41
Enhancing the Curriculum Through Long-Distance Learning. Provides courses in Foreign Language and other honors classes at an acceptable low-cost	47
Heads Up...Higher Education Among Diversified Schools. A program which allows equal access for rural students to advanced placement programs for college coursework	53
Primary Grades - Teamwork. An early childhood education program with the goal of developing confidence, independent learning and joy in learning at an early age	81
Project Challenge. An enrichment program for students who can benefit from accelerated, supplementary instruction	82
School Facilities. New facility plans provides a safe and orderly environment for effective teaching and successful learning	91

A Small School With a Middle School. Plan for meeting the middle school philosophy within a small rural setting 96

Art

Elementary Art Program. An elementary art program running on an eight day schedule.................................. 42

High School Art. Ties town and school to a unifying goal of art appreciation in a rural setting.................. 55

Photography. Provides a solid, current foundation in areas of photographic technology, especially video..... 78

Auto Mechanics

Nontraditional Auto Mechanics. The use of nontraditional teaching methods in vocational auto mechanics.......... 69

Career/Occupational Education

Career Development. Career education which blends career information into teaching units........................ 9

Community Resource Training. Provides opportunity to develop skills beyond high school offerings and to explore occupations and determine interest and aptitudes... 25

Employability Skills and Career Awareness. Helps prepare students transition to the world of work............... 46

School Transition to Employment Partnership. Program provides "at-risk" students with the needed skills to become economically and socially self-sufficient....... 92

Vocational Assessment - Secondary Special Needs. Provides vocational assessment data for individual students, parents and school personnel through mobile assessment vehicle...................................... 103

Work Study. Provides exploration opportunities not usually financially feasible in a small rural school.. 108

Computer Technology

Computer Aided Drafting. Typifies the radical changes taking place in computer graphics and drafting.. 26

Computer Assisted Instruction. Students receive assistance in areas of need or enrichment activities through a student to computer ratio of 4:1...................... 27

Computer Curriculum. Provides awareness of computer and computer assisted instruction and computer literacy.. 28

Computer Curriculum in the Classroom. Provides a high-tech approach for student created computer programs......... 29

Computer Education Through Practical Application. Introduces students to the thought processes involved in using application software to perform projects...... 30

Computer Managed Instruction: Math. Use of teach and reteach to improve students' mastery of district math objectives...................................... 32

A Sensible Solution: Elementary Computer Student and Teacher Training Program. Integrates the computer into the elementary curriculum, simultaneously training teachers and students for computer literacy........... 95

Economics

Community and Issue Based Economic Education. Provides comprehensive economic concepts, relevance and purpose for economic education....................... 24

Extracurricular

Friday Activities. Provides opportunity for each student to learn one or more activities to develop their leisure time.. 50

Project Challenge. Enrichment program of activities held after school and on Saturdays......................... 82

School Academies. Opportunities for students and community to experience supplemental and enrichment activities... 89

Student Council. Unique approach based on volunteer system rather than electoral system........................ 98

Wilson Excursion. Learning games, situations and activities make up this day/overnight camp-out.................... 106

Youth Programs. Increases community involvement in school programs.. 110

Guidance and Counseling

Alternative Learning Center. Individualized instruction and counseling offered to students with severe discipline problems................................ 4

INNER PLUS - Personal Development Seminars. Series of seminars aimed at helping youth focus on positive attitudes, improve self-concept, self-direction, self-management and interpersonal skills.................... 61

Middle School Exploratory Program. Provides an opportunity for exploration of eight different electives areas..... 66

Peers Responsibly Educating Peers. A drug/alcohol and drunk driving prevention program...................... 76

Reach for a Rainbow Week. Provides week-long activities to promote a better self concept and an awareness of substance abuse................................ 83

3 R's - Ropes, Rocks, Risks. High school level program developed to address lack of self esteem and increase options for productive leisure time.................... 88

School/Community Team Training - Prevention Education. Provides team training to school and community people to aid in reducing or eliminating drug usage associated with disruptive behavior............................ 90

Self-Esteem (K-6). Provides specific plan to improve student self-esteem.. 94

Social Enrichment Counseling. A self-awareness program for grades 1-6.. 97

Team Esteem. Programs designed to enhance self-esteem and address a variety of needs of teens................ 101

Math

Adaptation for Teaching Multiplication/Division Facts. Provides stimulus and motivation for learning the multiplication/division facts at third grade level..... 3

Chapter I Learning Lab. A federally funded program for the remediation of reading and math skill deficits at the elementary and middle school levels................ 12

Chapter I Math. Identifies and remediates math difficulties 13

Children's Home Infant Reading Program. Encourages parental involvement with their infant/preschool children in the fields of reading, science and math.... 21

Coupon Calculation: A Community Coop. Increases math skills, uses coupon savings for life skill, and help senior citizens.. 34

Migrant Education

Chapter 1 Migrant Education Program/Regular Year. Program meets specific educational needs of migrant children, focussing on survival in the school setting............ 14

Chapter 1 Migrant Education Program/Summer. Focuses on acquisition and use of basic skills with goal of survival during regular school year................... 16

Parenting

I'm in Charge. Helps families make informed decisions about self-care and how to prevent unhealthy home-alone situations.. 57

Increasing Parent Participation. Parents are trained in behavior management, effective parenting and serve as parent helpers in the EBD classroom................... 60

Parent Involvement Program. Provides information and education for effective parent involvement......... 71

Parents as Teachers Program. A home/school partnership designed to help parents give their children the best possible start in life and lay the foundation for later school success................ 73

Personnel

Alternative Teacher Certification. Process to identify, assess and train individuals who already know the subject matter to become rural classroom teachers.................................... 5

Career Ladders for Teachers. Program recognizes outstanding performance and allows for career advancement for teachers................................ 10

Early Retirement Plan. Provides monetary incentive for the early retirement of employees....................... 39

Educational Residents in Kindergarten. Cooperative program provides master kindergarten teachers with certified elementary teachers earning graduate credit............ 40

Entry Year Assistance Program. Provides the entry year teacher with support and guidance through their first year... 48

Women and Minorities in Administration. Provides a means for women and minorities to obtain administrative certification.......................... 107

Reading/Writing

Chapter I - Basic Skills. Targets students with reading remediation needs while coordinating all facets of the educational program.................................. 11

Chapter I Learning Lab. A federally funded program for the remediation of reading and math deficits at the elementary and middle school levels................... 12

Chapter I Reading. A remediation program for students...... 18

Chapter I Reading for Independent Learning. Intense support to first graders to prevent academic failure... 19

Chapter I Reading Program. Identifies and meets the needs of a transient student body........................... 20

Children's Home Infant Reading Program. Encourages parental involvement with infant/preschool children in the fields of reading, science and math.... 21

Help One Student to Succeed. Students grades 2-7 spend 20 minutes/day working with tutor on reading skills in the Chapter 1 classroom 54

Improving Student Composition Skills by Studying Nebraska Authors. Use local state authors to inspire student writing 58

Improving Writing Skills By Publishing. Low achieveing students improve writing skills by writing and publishing their own books 59

Language Arts. Improves reading, writing and thinking skills 62

Metra Companion Reading Program. A total reading/language arts program, used in conjunction with any basal reader, literature-based reader; or a whole language approach to reading 65

Parents as Reading Partners. Students read more library books when parents act as reading partners 72

Popular Music: Incentive in the Teaching of Poetry. Parallels rock, pop and/or country lyrics with other types of poetry 80

Read Aloud Program. Fourth grade students make story books to share with first and second grade 84

Reading Centers. Team approaches and coordinated activities help students increase reading skills and meet IMS objectives 85

Reading Each Afternoon Creates Happiness. Develops reading as an enjoyable leisure activity for grades K-6 86

Reading With the Authors. Strives to involve students with literature at their grade level while increasing desire to read 87

Two Year Reading Program. Maximizes student comprehension, vocabulary, and enjoyment of reading and includes special education students 102

The Writing Teacher Writes. Effective teaching technique where teacher writes the same assignments given to students 109

Science

Children's Home Infant Reading Program. Encourages parental involvement with infant/preschool children in the fields of reading, science and math............ 21

Closed Circuit Video Microscopy. Programming uses closed circuit video to enhance science lab experiences....... 22

Elementary Science. A hands-on science program that models the best of what should be happening in elementary science.. 45

Life Science Program. High school class prepares students to understand, make decisions and act upon the constantly changing scientific world in which they live.. 64

Natural, Earth/Space Sciences. Acquaints students with a comprehensive overview of natural, earth/space science 68

Science Activities Modules. "Hands-on" science activities and experiments combine with real life experiences to enhance the basal text content....................... 93

Social Studies/History

American Studies. Provides a zestful interrelationship of American literature, history, art and music........... 7

Criminal Justice Class. High school social studies class examines issues of law, justice and crime in the U.S... 35

From Andrew County to the Artic. Hands-on activities, field trips and speakers motivate students to increase student map and geographic knowledge.................. 51

Multi-Sensory Social Studies. Uses children's parents, community and school staff with conventional social studies materials................................ 67

The Oral History Opinion Poll. Students become involved with individual, original research and learn modern opinion polling practices, while learning the personal and social advantages of oral history................ 70

People Forget; the Book Remembers. Makes history more interesting through local history accounts through drama.. 77

Suitcase Exhibits for North Dakota. Twelve thematic exhibits provide a hands-on experience for learners of all ages.................................... 99

The Walking Me Museum. Begins a search in student's family heritage for roots of history........................ 104

Special Needs

American Studies. Provides a zestful interrelationship of American literature, history, art and music to "gifted and talented" students................................ 7

Automation of Special Education Recordkeeping. Streamlines and automates the IEP and reporting process for special education, decreasing the amount of time spent at bookkeeping.. 8

Collaborative Team, Development in Early Childhood Practice. Extends developmentally appropriate practices into primary grades for preschool handicapped, and special education programs though a team approach....................................... 23

Day Care Program. Works toward meeting the needs of the severely or profound handicapped at a local level...... 37

Gifted and Talented Program. Works to provide the optimum learning environment to K-12 students of outstanding potential within the financial limitations of a rural district... 52

High School Resource Room - Peer Tutoring Explored. Studying becomes a popular past time when volunteers provide tutoring to groups of two or three students.... 56

Increasing Parent Participation. Parents participate in the education of students assigned to behavior disordered self-contained classroom.................... 60

A Picture is Worth a Thousand Words. Home training program with parental involvement for preschool handicapped children using video technology............ 79

Teachers of the Visually Handicapped. A five-week intensive training course and inservice leading to endorsement as teacher of visually handicapped......... 100

Two Year Reading Program. Maximizes comprehension, vocabulary and reading enjoyment of students, including special education students........................... 102

Vocational Assessment - Secondary Special Needs. Provides vocational assessment data for individual students, parents and school personnel through mobile assessment vehicle.. 103

Staff Development

Exemplary Educational Grant System. Provides teachers/staff with opportunities for professional growth............. 49

Cooperative Learning. Workshops provide awareness, training and follow-up for learning and applying cooperative learning strategies.................................. 33

Peer Analysis/Peer Coaching. A systematic and organized approach to teachers analyzing and coaching their colleagues.. 75

Support Services

Elementary Media Center. A public relations program for providing material for both students and teachers...... 43

Elementary School Climate Control. Provides a warm, inviting place for teachers to work in and creates atmosphere of school pride and cooperation among students.. 44

Library Media Program. Provides excellent services for for every attendance center in a district............. 63

Welding

Welding. Provides training when there are not enough students to hire a full time teacher.................. 105

SECTION 7

EXEMPLARY PRACTICES AND PROGRAMS IN RURAL SCHOOLS BY STATE

STATE PAGE

COLORADO

Alternative Teacher Certification
(Sally Brinkema, Northeast Colorado Board of Cooperative Education) 5

Career Ladders for Teachers
(Terry Alley, Archuleta County 50-J) 10

Chapter 1 Migrant Education Program/Regular Year
(Dr. William Vincze and Mary Michael Montgomery, South Platte Valley BOCES) 14

Chapter 1 Migrant Education Program/Summer
(Dr. William Vincze and Mary Michael Montgomery, South Platte Valley BOCES) 16

Early Retirement Plan
(Terry Alley, Archuleta County 50-J) 39

Educational Plan of Service
(Diane Hyde, Miami/Yoder School District 60 JT) 42

Employability Skills and Career Awareness
(D.L. Salberg, Lake County, R-1) 46

Friday Activities
(Kate Bradley, Lake County R-1) 50

Gifted and Talented Program
(Margo Miller, RE-6J) 52

Heads Up...Higher Education Among Diversified Schools
(Dr. Bill Nelson, Otis School District R-3) 53

I'm in Charge
(Colorado/Kansas Joint Project, Wheat Ridge) 57

Peer Responsibly Educating Peers
(Gary Lubell, Strasburg School District, 31J) 76

Read Aloud Program
(Kirk McLaughlin, Bayfield School District 10, Jt-R)....... 84

3 R's - Ropes, Rocks, Risks
(Betty Brown, St. Vrain Valley School District)........... 88

School Academies
(San Miguel R-1).. 89

Social Enrichment Program
(Paul Coleman, Mountain Valley RE-1)...................... 97

KANSAS

Chapter I Math
(Robert Swigart, USD #396)................................ 13

Chapter I Reading
(Robert Swigart, USD #396)................................ 18

Children's Home Infant Reading Program
(Ken Cannon, USD #333).................................... 21

Computer Curriculum
(Terry McGreevy, USD #394)................................ 28

Coupon Calculation: A Community Coop
(Larry Breedlove, USD # 203).............................. 34

Curricular Accountability
(David Scraper, USD #356)................................. 36

Elementary Art Program
(Duane Rector, Rick Werling, USD #234).................... 42

Elementary School Climate Control
(Cynthia Stout, USD #394)................................. 44

Elementary Sciences
(Betty Holderread, Newton, USD #373)...................... 45

I'm in Charge
(Kansas/Colorado Project, Wheat Ridge, CO)................ 57

Lanuage Arts
(Larry Forsythe, USD #461)................................ 62

Library Media Program
(David Huffman, U.S.D. #250).............................. 63

Life Science Program
(Dennis Williams, USD #234)............................ 64

Middle School Exploratory Program
(Joe Chalker, USD #256)................................ 66

Multi-Sensory Social Studies
(Suzanne Russell, USD 394)............................. 67

Natural, Earth/Space Sciences
(Zelane Salley, USD # 394)............................. 68

Parent Involvement Program
(Dorothy Rockefeller, USD # 321)....................... 71

Reach for a Rainbow Week
(Margaret Brinkley/Susie Sander, USD #394)............. 83

Reading Each Afternoon Creates Happiness
(Larry Breedlove, USD #203)............................ 86

Two Year Reading Program
(Marilyn Jost, USD #410)............................... 102

Wilson Excursion
(Albert L. Schendel, USD #328)......................... 106

Youth Programs
(John Hamm, Skyline USD 438)........................... 110

MISSOURI

Alternative Learning Center
(Bryan Knowles, Montgomery Co R-II).................... 4

Closed Circuit Video Microscopy
(Ronald Newton, Lindbergh R-VIII)...................... 22

Distance Learning Program
(Vicki Hobbs, Columbia)................................ 38

Educational Residents in Kindergarten
(Dana Sharp, Maryville R-II)........................... 40

From Andrew County to the Artic
(Trudi Kepner, Savannah R-III)......................... 51

Greater Access to Postsecondary Education
(Daryl Hobbs, Columbia)................................ 2

Improving Writing Skills By Publishing
(Linda Lemon, Warsaw R-IX) 58

Increasing Parent Participation
(Martha Ellen Black, East Prairie R-II) 60

Parents as Reading Partners
(Maryl Huss, Hillsboro R-III) 72

Parents as Teachers Program
(Missouri Dept. of Elemenatry & Secondary Education) 73

Project Challenge
(Christine Crawford, Palmyra R-I) 82

Reading Centers
(Marie Spires, Washington) 85

Science Activities Modules
(Dee Gaddis, Winfield R-IV) 93

NEBRASKA

Adaptation for Teaching Multiplication/Division Facts
(Julia Madsen, Aurora Public Schools, Dist. R-4) 3

Collaborative Team, Development in Early Childhood Practice
(Pam Handke, Norfolk) 23

Community and Issue Based Economic Education
(Joe Watkins, Grand Island) 24

Computer Generated Worksheets
(Steve Zeliff, Minden) 31

Cooperative Learning
(Marge Curtis, Educational Service Unit #14, Sidney) 33

Criminal Justice Class
(Lee Weber, South Sioux City) 35

Entry Year Assistance Program
(Jerry Gronewold, Education Serve Unit #11) 48

Improving Student Composition Skills by Studying Nebraska Authors
(Steve Shively, Beatrice) 58

The Oral History Opinion Poll
(Lee Weber, South Sioux City) 70

Peer Analysis/Peer Coaching
(Ginny Locke, Hastings).. 75

People Forget; the Book Remembers
(Arlene Wellnitz/Candie Johnson, Rushville)................ 77

Primary Grades - Teamwork
(Carol Fichter, Bennington).................................... 81

School/Community Team Training - Prevention Education
(Thomas Barlow, Hastings)....................................... 90

Teachers of the Visually Handicapped
(Dewain Alcorn, Lincoln)... 100

The Walking Me Museum
(Mary Sedersten, Sutton Public Schools)..................... 104

The Writing Teacher Writes
(Susan Lamphiear, Columbus)..................................... 109

Work Study
(Brenda Davis, Dundy County Public Schools)................ 108

NORTH DAKOTA

Career Development
(Linda Peterson, NDSU Extension Center for Rural
Revitalization, Verona)... 9

Chapter I - Basic Skills
(Sharon L. Campbell, Hettinger Public Schools #3).......... 11

Chapter I Reading for Independent Learning
(Judy Gunderson, Killdeer Public Schools).................. 19

Chapter I Reading Program
(Glenna Mueller, Theodore Jamerson Elementary
School/United Tribes Technical College)..................... 20

Computer Curriculum in the Classroom
(Paul Rothenheber, Alexander Public School Dist. #2)....... 29

Enhancing the Curriculum Through Long-Distance Learning
(Reid Straabe, Alexander Public School Dist. #2)........... 47

Exemplary Educational Grant System
(Ronald Stammen, Divide County School District #1)......... 49

Help One Student to Succeed
(Nancy Kaseman, Dist. #19, Wishek Public Schools).......... 54

High School Resource Room - Peer Tutoring Explored
(Jeanette Nelson, Stanley)................................ 56

INNER PLUS - Personal Development Seminars
(Lavonn Steiner, Bismarck)................................ 61

Student Council
(Mike Berg, Grand Forks).................................. 98

Suitcase Exhibits for North Dakota
(James Sperry, State Historical Society, Bismarck)......... 99

Team Esteem
(Linda Peterson, NDSU Extension Center for Rural
Revitalization, Verona)................................... 101

SOUTH DAKOTA

Automation of Special Education Record Keeping
(Jim Parry, Rapid City)................................... 8

Day Care Program
(Keith Grunert, Platte)................................... 37

A Picture is Worth a Thousand Words
(Joyce Wentworth, Yankton)................................ 79

School Transition to Employment Partnership
(Terry Hendrick, Div. of Ed., Pierre;
Barb Resick-Herreid, Beresford)........................... 92

A Sensible Solution: Elementary Computer Student and
Teacher Training Program
(Carolyn Jacobi, Rapid City).............................. 95

Vocational Assessment-Secondary Special Needs
(Jim Wika, Sturgis)....................................... 103

Women and Minorities in Administration
(Margo Neuhauser, Pierre)................................. 107

WYOMING

American Studies
(Chuck Powell, Thermopolis)............................... 7

Chapter I Learning Lab
(Jocylyn Jurovich, Sylvia Nightengale, Thermopolis)........ 12

Community Resource Training
(Margie Blanchard, Hot Springs County School Dist. No. 1) 25

Computer Aided Drafting
(Bob Pickering, Thermopolis)................................ 26

Computer Assisted Instruction
(George Mathes, Campbell County School District)........... 27

Computer Education Through Practical Application
(Rick Vancleeve, Thermopolis).............................. 30

Computer Managed Instruction: Math
(George Mathes, Campbell County School District)........... 32

Elementary Media Center
(Greta Chapman, Hot Springs County School District No. 1) 43

High School Art
(Jack Cabre, Thermopolis).................................. 55

Metra Companion Reading Program
(Iris Guynn, Thermopolis).................................. 65

Nontraditional Auto Mechanics
(James Cramer, Hot Springs County School District No. 1)... 69

Photography
(Jeb Schenck, Thermopolis)................................. 78

Reading With the Authors
(Kelly Tonn/Rozanne Both-Sorenson, Thermopolis)............ 87

School Facilities
(George Mathes, Campbell County School District)........... 91

Self-Esteem (K-6)
(George Mathes, Campbell County School District)........... 94

A Small School With a Middle School
(John Baggett, Sheridan County School District)............ 96

Welding
(Duane Watkins, Hot Springs, County School District No.1) 105